DOCUMENT RESUME

ED 224 297 FL 013 332

TITLE	Cross-Cultural Learning in K-12 Schools: Foreign Students as Resources.
INSTITUTION	National Association for Foreign Student Affairs, Washington, D.C.
PUB DATE	Jul 82
NOTE	111p.
AVAILABLE FROM	National Association for Foreign Student Affairs, 1860 19th St, N.W., Washington, DC 20009 ($5.00).
PUB TYPE	Guides - Non-Classroom Use (055) -- Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Area Studies; Class Activities; *Cultural Education; Cultural Exchange; Elementary Secondary Education; Foreign Culture; *Foreign Students; Global Approach; *Intercultural Communication; *International Education; International Educational Exchange; Learning Activities; Multicultural Education; Multilingualism; Peer Teaching; *Student Exchange Programs; World Affairs

ABSTRACT

Approaches to the effective use of foreign students as educational resources within the elementary or secondary school classroom to increase international understanding among Americans are addressed. Brief descriptions are presented of programs that infuse an international dimension into all aspects of the curriculum. The following long-term, schoolwide activities are covered: (1) a school of international studies, (2) a center for international studies/magnet programs, (3) multilingual/multicultural programs, (4) peer tutoring programs, (5) intercultural and international communication courses, (6) global education, (7) community discovery projects, and (8) international student exchange programs. Short-term, schoolwide activities or classroom activities are also considered as follows: student/classroom sharing, field trips/community exploration, written exercises, folklore/customs, language, and current events/political issues. Sources of assistance in developing activities are listed, along with publications dealing with administrative issues, and organizations publishing these types of materials. General information about evaluation in the cross-cultural learning process is also presented. Finally, an index that is helpful in identifying activities and resources most appropriate for specific grade levels and subjects is included. Entries in the index are cross-referenced by grade levels and subject (English, fine arts, foreign languages, home economics, math and science, physical education, and social studies). (SW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED224297

CROSS–CULTURAL LEARNING IN K–12 SCHOOLS:

FOREIGN STUDENTS AS RESOURCES

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Georgia Stewart

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

FL 015 331

National Association for Foreign Student Affairs
1860 19th Street, N.W.
Washington, DC 20009
202/462-4811

July 1982

Copyright © 1982 by: National Association for Foreign Student Affairs
1860 19th Street, N.W.
Washington, DC 20009

All rights reserved. No part of this publication may be reproduced, except for in-school use, without permission in writing from the National Association for Foreign Student Affairs.

I've often thought there ought to be a manual to hand to little kids, telling them what kind of planet they're on, why they don't fall off it, how much time they've probably got here, how to avoid poison ivy, and so on . . . And one thing I would really like to tell them about is cultural relativity. I didn't learn until I was in college about all the other cultures, and I should have learned that in the first grade. A first grader should understand that his or her culture isn't a rational invention; that there are thousands of other cultures and they all work pretty well; that all cultures function on faith rather than truth; that there are lots of alternatives to our own society. Cultural relativity is defensible and attractive. It's a source of hope. It means we don't have to continue this way if we don't like it.

Kurt Vonnegut, Jr.

CONTENTS

Page

Introduction vii

Acknowledgments x

I. Long-term, School-wide Activities 1
- A. School of International Studies (SIS) 3
- B. Center for International Studies/Magnet Programs 3
- C. Multilingual/Multicultural Programs 4
- D. Peer Tutoring Programs 5
- E. Intercultural and International Communication Courses 5
- F. Global Education/Community Discovery Projects 6
- G. International Student Exchange Programs 6

II. Short-term, School-wide Activities 7
- A. Student/Classroom Sharing 9
- B. Field Trips/Community Exploration 9
- C. Written Exercises 9
- D. Folklore/Customs 9
- E. Language 10
- F. Current Events/Political Issues 10

III. Classroom Activities 11
- A. Student/Classroom Sharing 13
- B. Field Trips/Community Exploration 14
- C. Written Exercises 14
- D. Folklore/Customs 14
- E. Games/Exercises 15
- F. Language 16
- G. Current Events/Political Issues 16

IV. Resource Materials and Organizations 19
- A. Increasing General Global Awareness 21
- B. Current World Issues 26
  - 1. International Relations 26
  - 2. The United Nations 27
  - 3. World Economics/Food Supply 28
  - 4. World Energy/The Environment 30
  - 5. World Population 32
- C. Ethnic Studies 34
- D. Cultural Studies: By Subject 34
  - 1. General 34
  - 2. Aging and Death 35
  - 3. The Arts 35
  - 4. Clothing and Shelter 36
  - 5. Folklore 36
  - 6. Food and Cookbooks 37
  - 7. Games and Toys 37
  - 8. Holidays and Festivals 38
  - 9. Law and Order 38
  - 10. Religion 38
  - 11. Roles of Women and Men 39
- E. Cultural Studies: By Country/Area 39
  - 1. General 39
  - 2. Asia 40
  - 3. Europe 42
  - 4. Latin America 43
  - 5. The Middle East/North Africa 44

6. North America 45
7. South Pacific/Australia 45
8. Sub-Saharan Africa 45
9. Information on Refugees 46
F. Visual Aids 47
1. Films/Videotapes/Filmstrips/Slide Shows 47
2. Posters/Charts/Maps 51
3. Miscellaneous 52
G. Cross-cultural Simulations 52
H. Administrative Issues 53
I. Organizational Resources 55
J. Title VI Outreach Centers 64

V. Evaluation 69

Index 73
Grade Level 75
General K-12 75
Primary (K-3) 77
Upper Elementary (4-6) 78
Secondary (7-12) 80
Subject 87
English (E) 87
Fine Arts (A) 89
Foreign Languages (L) 90
Home Economics (H) 91
Math and Science (M) 93
Physical Education (P) 93
Social Studies (S) 94

Evaluation Sheet 103

INTRODUCTION

All countries of the world are interconnected: what a citizen in any one country does is affected by or affects persons in other parts of the world. International links are basic elements of every American's life. If you think nothing in your life has an international aspect, begin looking at the labels of the food, clothes and other commodities you buy. Are the stores you shop in foreign or American owned? Is the car you drive American — if so, are all the parts for it manufactured in the United States? From where does the gasoline come you buy to run that car? What cultures are represented by the restaurants in your area? The examples of the international aspects of the "typical" American life are myriad.

- When a fire alarm sounds in Malmo, Sweden, a fireman puts the address of the fire into a computer terminal and a minute later gets back a description of potential hazards at the scene. The computer that stores that data is in Cleveland, Ohio.
- The crops from one out of every three acres harvested in this country are exported. More than half our wheat, soybeans and rice is sold abroad.
- The United States is either completely or almost totally dependent on imports for such key minerals as platinum, diamonds, manganese, tin, bauxite, nickel, chromium and cobalt.
- Recent Fortune 500 lists show that at least half our leading corporations are foreign based and owned. One American in six now owes his or her employment to foreign trade.

How Americans Stack Up . . .

- Nine out of ten Americans speak, read or understand *only* the English language; yet English is a primary language for only seven percent of the people of the world. And the number of secondary students studying a foreign language in the 1970s was about the same as it was in the 1890s — only 16 percent.
- More than 700 million people speak Mandarin Chinese as a primary language, and more than 50 million rely on Cantonese. Fewer than 200 third year high school students in the United States were studying Chinese in the mid-1970s.
- Arabic is a principal language for more than 134 million people, yet few Americans can communicate in Arabic.
- When the revolution broke out in Iran, only one English-speaking reporter had a working knowledge of Farsi, the language of Iran. Similarly, when the United States opened relations with the People's Republic of China, only six journalists reportedly could speak Chinese.
- The number of Spanish-speaking people in the United States makes ours the fourth or fifth largest Spanish-speaking nation in the world.
- A UNESCO study of 30,000 ten and fourteen year olds in nine countries showed that American students ranked next to last in their comprehension of foreign cultures.*

Because of these interconnections, it is crucial that young Americans become more knowledgeable about other countries of the world — their cultures, histories, roles in current world affairs, interactions with the United States, etc. Incorporating international/global perspectives into all aspects of U.S. educational curricula is an important step in preparing students to function effectively in an interdependent world.

How can educators imbue students with an awareness of the interconnections of the world and the importance of knowledge of other countries and give them insights into the thinking, customs and traditions of persons from other cultures? Many excellent publications and audiovisual presentations are available which can be used to increase the international understanding of American students. But there is also a tremendously valuable, largely untapped, resource in U.S. elementary and secondary schools which should be integrated into the learning process — foreign students. The presence of foreign students in our schools has become a *permanent* not a short-term phenomenon. Foreigners — exchange students, children of postsecondary foreign students, diplomats, foreign businessmen and military personnel, refugees, immigrants — and first generation Americans can contribute substantially to expanding the outlook of Americans beyond their own city, state and country and in opening their minds to viewing the United States as an integral part of the rest of the world.

Unfortunately, there are no comprehensive statistics available on how many foreign students are currently enrolled in U.S. elementary and secondary schools, but the following items indicate the magnitude of their numbers:

- In the 1979/80 school year, there were 3.2 million Hispanics enrolled in U.S. elementary and secondary schools. (Current Population Survey, October 1979, U.S. Census Bureau)
- There were 600,000 5 to 14 year old Asians or Pacific Islanders enrolled in U.S. schools in 1979/80. (Provisional Estimates, 1980 Census, U.S. Census Bureau)

*This list of facts is based on information compiled from many sources by Gary Marx, associate executive director, American Association of School Administrators, and H. Thomas Collins, consultant, National Association of Elementary School Principals.

- 4.5 million 5 to 17 year olds enrolled in U.S. elementary and secondary schools in 1979/80 spoke a language other than English at home, including Spanish, Italian, German, French and Chinese. (Provisional Estimates, 1980 Census, U.S. Census Bureau)
- The total number of foreign students at U.S. institutions of higher education in the academic year 1980/81 was 311,882; of these, 62,200 were married. (*Open Doors 1980/81*, Institute of International Education) Many of these students were accompanied by spouses and children.
- Foreign students studying in member elementary and secondary schools — including overseas members — of the National Association of Independent Schools in the academic year 1980/81 numbered 42,000. (Boarding Schools. National Association of Independent Schools and Secondary School Admission Test Board)
- Foreign students participating in official exchange programs in U.S. secondary schools in 1980 numbered 8,580. (AFS International/Intercultural Programs, Experiment in International Living, Youth for Understanding, Japan-American Cultural Exchange Program) Countless unofficial programs also exchange thousands of other secondary students.

As the number of temporary foreign visitors with children, refugees, migrants and permanent residents in the United States grows, the enrollment of foreign children in elementary and secondary schools will increase. Certainly, these persons bring new "problems" — insufficient English language ability, unfamiliarity with the U.S. education system and culture, different educational backgrounds, etc. However, these concerns can be accommodated and resolved. What should not be overlooked is that these persons represent a valuable asset in bringing an international dimension to the classroom. Students from other cultures should be encouraged to feel proud of their culture and to share their heritage with Americans; they should be assisted in becoming integrated into the local school system and acculturated to U.S. society. By enhancing the self-esteem of foreign students, American students and teachers can learn from them while making the foreign students feel more comfortable in their new environment — thus increasing everyone's knowledge and understanding.

An example in point: a boy from Swaziland enrolled in a U.S. elementary school was considered a "bully" by his teacher and classmates and was therefore not well thought of or liked. One weekend, there was a special about Swaziland on television which was seen by a number of students at the school. The following Monday, the boy was asked to share some information about his country, which he did. The other students in his class were interested in learning about a different culture, the boy's self-esteem was raised and his classmates viewed him from a new perspective.

Many similar cross-cultural activities are possible. This publication has been prepared to provide teachers with ideas about effectively using the largely untapped resource of foreign students enrolled in their classrooms as educational resources to increase the international understanding of Americans. It is hoped that international/global perspectives will be integrated into standard curricula, rather than being treated as an "add-on," because all subjects have international dimensions.

This publication is divided into six sections. The first, "Long-term, School-wide Activities," provides brief descriptions of programs which infuse an international dimension into all aspects of the curriculum. Schools conducting these programs are not identified by name because the time limitations of school personnel might delay or prevent responses; however, persons wishing further information about specific programs can contact the K-12 Project Director, National Association for Foreign Student Affairs (NAFSA) at the address given at the end of this introduction. The second section, "Short-term, School-wide Activities," lists examples of projects that expose all students in the school to global issues. The third, "Classroom Activities," describes ideas that teachers can incorporate into one or more classroom periods to give students an understanding of the connections among all nations and peoples of the world. Activities in these three sections specifically note how foreign students in the class can be used as educational resources. Occasionally, items are relevant to all three activities categories and thus may be repeated; they also may apply to both elementary and secondary school levels.

The fourth section, "Resource Materials and Organizations," provides a comprehensive list of sources to assist in developing activities. It also includes a section (H) listing publications dealing with administrative issues which teachers can share with appropriate school personnel. English as a second language (ESL) and foreign language materials are not included, as there are many listings of these materials available from other sources. Organizations publishing such materials are included in the list of resource organizations on pages 55-63, and persons interested in information about language materials are encouraged to contact those organizations directly. The fifth section, "Evaluation," provides brief general information about the reasons for and importance of evaluation in the cross-cultural learning process. The final section is an index compiled to provide assistance in identifying activities and resources most appropriate for specific grade levels and subjects. Activities have been numbered within each category in Sections II and III and resource materials have been numbered or lettered in Section IV to simplify the use of the index; these numbers and letters do not imply preferential or chronological order. Entries in the index are also cross-referenced to indicate which activities at specific grade levels are appropriate to what subjects and vice-versa.

This publication was produced by the National Association for Foreign Student Affairs (NAFSA) under a grant from the U.S. Department of Education (International Understanding Program Grant No. G008104569). However, the opinions expressed herein do not necessarily reflect the position or policy of the Department of Education and no official endorsement by the Department should be inferred.

The NAFSA K-12 Project Advisory Committee hopes the contents of this publication will be helpful in encouraging the participation of foreign students as educational resources in U.S. elementary and secondary schools. As is indicated on the copyright page, we grant reproduction permission for in-school use and encourage readers to duplicate any part of the publication which would be useful to others in their school. Additional copies of the publication are available from NAFSA for $5 per copy.

On pages 103-104, there is an evaluation sheet. We would very much appreciate having all persons receiving the publication complete and return this sheet to the NAFSA office so that additional information can be added to future editions. The evaluation sheet and other comments or questions about the publication or activities of the K-12 Project and NAFSA should be directed to:

Linda A. Reed
K-12 Project Director
National Association for
Foreign Student Affairs
1860 19th Street, N.W.
Washington, DC 20009
202/462-4811

NAFSA K-12 Project Advisory Committee

Brian Bates, *University of the District of Columbia, Washington, DC*
Barry Bem, *Howard University, Washington, DC*
Anna Corrales, *NAFSA, Washington, DC*
Frank Fernandez, *Montgomery County Public Schools, Silver Spring, MD*
Pamela Latt, *Fairfax County Public Schools, Falls Church, VA*
Thomas Marshall, *Springbrook High School, Silver Spring, MD*
Beatrice Mountjoy, *Prince George's County Public Schools, Greenbelt, MD*
Linda Reed, *NAFSA, Washington, DC*
Terri Rosenblatt, *Resource Alternatives, Inc., Washington, DC*

Washington, DC
July 1982

ACKNOWLEDGMENTS

The K-12 Project Advisory Committee and NAFSA wish to express thanks to the U.S. Department of Education for providing the grant which has made the K-12 Project and the compilation of this publication possible.

Special acknowledgment and thanks go to the many educators in the United States who shared information about their K-12 foreign student activities with us. It is not possible to thank each person by name, but we do wish particularly to thank the following schools and organizations for their contributions.

AFS International/Intercultural Programs, Inc., New York, NY
Arlington Public Schools, Arlington, VA
Ashland College, Ashland, OH
Beaverton School District, Beaverton, OR
Curtis High School, Staten Island, NY
Educational Development Center, Newton, MA
Elkhart Elementary School, Elkhart, IL
Experiment in International Living, Brattleboro, VT
Fairmont East High School, Kettering, OH
Fox Lane High School, Bedford, NY
George Peabody College for Teachers, Nashville, TN
Global Classroom, Boston, MA
Global Perspectives in Education, Inc., New York, NY
Hearst Elementary School, Washington, DC
Hillcrest High School, Jamaica, NY
Indiana Department of Public Instruction, Indianapolis, IN
Indiana University, Bloomington, IN
Iowa State University, Ames, IA
King Elementary School, Urbana, IL
Muscogee County School District, Columbus, GA
Nashville Consortium Teacher Corps, Nashville, TN
National Association of Elementary School Principals, Arlington, VA
North Fulton High School, Atlanta, GA
Palo Alto Unified School District, Palo Alto, CA
Portland Public Schools, Portland, OR
Society for Intercultural Education Training and Research, Washington, DC
Stanford University, Stanford, CA
University of Connecticut, Storrs, CT
West Orange Public Schools, West Orange, NJ
Willits Elementary School, Syossett, NY
Youth for Understanding, Washington, DC

We also wish to thank Intercultural Press, Inc. for allowing us to reprint a section of *Evaluation Handbook for Cross-Cultural Training and Multicultural Education* which appears on page 71.

Special acknowledgment and thanks go to Linda Cotts, Madge Forrey and Susan Lawrence, teachers in the Fairfax County Public Schools, Virginia, for determining the appropriate grade levels and subjects of the activities and resources in the publication so the index could be compiled.

NAFSA K-12 Project Advisory Committee
Washington, DC
July 1982

I. Long-term, School-wide Activities

The activities described in this section illustrate methods which integrate international/global perspectives into regular school curricula in frugal ways that maximize available teacher time and minimize costs. The overall goal is to incorporate an international dimension in all subjects; one means to achieve this goal is to effectively use foreign students enrolled in the classes as educational resources. What makes a school, classroom or curriculum multicultural?

- Developing school policies and procedures that foster positive multicultural interactions and understandings among students, teachers and support staff and reflect and represent ethnic diversity.
- Providing continuous opportunities for students to study cultures, historical experiences, social realities and existential conditions of a variety of ethnic and cultural groups and to develop a better sense of self.
- Helping students develop skills for effective intercultural and interethnic group interactions.
- Assisting students in viewing and interpreting events, situations and conflicts from diverse ethnic perspectives.
- Examining and presenting concepts and descriptions of the development of the United States as a multidirectional society.

There are many other characteristics of multiculturalism. The activities which follow should provide ideas for expanding this list.

For additional information about the activities listed, contact:

Linda A. Reed
K-12 Project Director
National Association for Foreign
Student Affairs
1860 19th Street, N.W.
Washington, DC 20009
202/462-4811

A. School of International Studies (SIS)

The development of a "school within a school" focusing specifically on a course of study that recognizes global interdependence and the need for international cooperation and prepares students for further study and careers in a variety of international fields has been successfully achieved at several high schools. Methods and approaches vary, but the key element of incorporating the international dimension into regular curricula is the same.

One school focuses its SIS program in three courses: social studies, English and a "world tour." SIS students take their regular course work, which must include a foreign language, in the morning and attend their SIS classes during the last three periods of the day.

The core of the SIS program is a simulated two year "around the world" excursion. Conducting the tour is a specially selected team of teachers from the Social Studies, English and Foreign Language Departments. The rationale for a simulated excursion is that travel motivates interest in the language and culture of the places visited. As the group moves from place to place on their vicarious journey, they explore special aspects of their host civilizations. Their "arrival" in Greece, for example, will be followed by a sight-seeing "tour" via a slide presentation and an introduction to a number of Greek phrases they will need as tourists. Whenever possible, students with some knowledge of the language are used as a resource for teaching their classmates. At the same time, an in-depth examination of certain aspects of the society is undertaken.

The correlated curriculum is essential to the SIS program. The School has taken certain elements of history, culture and social currents which have traditionally been taught as separate disciplines and woven them together into a single, integrated learning program. Thus, the study of 19th century Russia integrates the history of the Napoleonic invasion with a reading of substantial portions of *War and Peace* and an analysis of Tchaikovsky's "1812 Overture." Similarly, when French foreign policy under Louis XIV is being studied in the social studies class, a visit to the palace of Versailles takes place in the world tour class and *The Forced Marriage* by Molière is read in the English class. The greatest challenge to this approach is finding personnel capable of working together as an interdisciplinary team. Experience has shown that once a team has been found and formed, there is a definite synergy in collective teaching, i.e., the sum total of the impact of the team is greater than the sum of its individual parts.

Intensive foreign language training is also a key component of the program. SIS students are required to take either four years of one foreign language or five years of two languages in addition to their regular courses within the program. Students who successfully complete the two year course of study are awarded special endorsements on their diplomas. In addition, a letter describing the program accompanies their applications for college admission.

Another approach to SIS course instruction is to design a four year course of study involving teachers of foreign languages, social studies, business, science, mathematics and English. Courses are organized in three areas: world issues and problems which affect human beings everywhere, e.g., the problems of world hunger, population control, the maintenance of peace, the protection of children and the development of new forms of energy; study of specific countries and areas of the world, e.g., the history of African countries, their art, music, dance and customs, and the relation between the African countries and the United States; and practical problems in business administration, management, world markets, office practices, accounting, business machines, secretarial skills and international finance. (Courses of an international character which are already in the curriculum, world literature and world history for example, are also offered, along with courses in mathematics, science and other required subjects necessary for graduation and application to college.)

In addition to courses encompassing an international focus, SIS programs include: visits to local international organizations and settings — international financial and political associations, museums, theaters, concert halls and ethnic restaurants; visits by international specialists from local colleges or the community; and internships and independent study components at international businesses and organizations. Cooperation with international educational exchange organizations such as the Experiment in International Living, Youth for Understanding and AFS International/Intercultural Programs brings students from abroad to live in the community and attend school for a semester or longer. Foreign visitors to the United States, immigrants, foreign students at postsecondary institutions and first generation Americans, are asked as often as possible to provide "hands-on" experience for the students.

B. Center for International Studies/Magnet Programs

Another approach for providing students in a particular area with access to international education is a magnet program in international studies. One school is established as the international center and accepts qualified students from all area institutions. The purpose of such a program is to develop knowledge, skills and attitudes in students for effective citizenship in an interconnected world and

careers in an international environment. Students and teachers from diverse backgrounds and cultures are brought together to provide learning resources for one another. Guest speakers from international businesses and organizations in the community can provide additional resources.

A multidisciplinary curriculum, including foreign language, social science, language arts, science, math and other required coursework is structured to fulfill all graduation requirements and at the same time provide an awareness of other cultural values, understanding of global issues and development of problem-solving skills. A one year curriculum for high school students might include the following:

First Quarter	Second Quarter	Third Quarter
9th Grade		
English	English	English
*Introduction to Area Studies	*Area Studies	*The American Way of Life
*Foreign Language	*Foreign Language	*Foreign Language
Physical Science	Physical Science	Physical Science
Algebra	Algebra	Algebra
International Folk Music	International Folk Dance	International Folk Art
10th Grade		
English	U.S. Literature	U.S. Literature
U.S. History	U.S. History	U.S. History
*Foreign Language	*Foreign Language	*Foreign Language
Biology	Biology	Biology
Geometry	Geometry	Geometry
International Cuisine I or International Communications I	International Cuisine II or International Communications II	U.S. Political Behavior
11th Grade		
English	*Area Literature	*Intercultural Communications
*World History	*Area Studies	*Global Issues
*Foreign Language	*Foreign Language	*Foreign Language
Chemistry	Chemistry	Chemistry
Algebra II	Algebra II	Algebra II
Introduction to Economics	International Folk Dance	World Health Problems
12th Grade		
Negotiation and Diplomacy	*Area Literature	*International Careers
United Nations	*Area Studies	Senior Seminar
*Foreign Language	*Foreign Language	*Foreign Language
Global Ecological Problems	U.S. Law	*Internship
The Math of International Economics	International Folk Dance	Elective
Elective	Elective	

*Required Curriculum

Such programs might include: language laboratory components; summer study abroad programs for students in grades 10 and 11; field trips and independent study in cooperation with corporations, consulates and other international agencies in the community; study of international careers and internships in appropriate organizations; and seminars focusing on important world issues.

14

C. Multilingual/Multicultural Programs

Multilingual/multicultural programs have been designed to provide the special services needed by incoming foreign students while at the same time utilizing the presence of these students to enrich the education of the monolingual American students in the school. Since language is a part of culture, these programs are more correctly described as multicultural rather than multilingual. While the experience of an individual foreign student is usually bilingual (the native language and another), the program is multicultural in that all students are exposed to the differences and contributions of many cultures. A basic premise of such programs is that bilingualism and the ability to function effectively with those who differ culturally are critical skills in an interdependent world.

Such programs can be conducted at elementary and secondary school levels and involve the total population of the school in one way or another. Components of the program might include:

- English as a second language (ESL) training for students whose level of proficiency is below the level necessary for success in the regular classroom;
- Tutoring in the native language as necessary;
- Instruction in reading and writing in the native language;
- Foreign language training for English-speaking students; and
- Culture sharing.

(The brief specifics about these components provided below are for use at the elementary level. They can be adapted and expanded for students in middle and high schools.)

Student performance objectives of ESL training are to: follow simple directions, discriminate between words, identify sentences, identify questions, repeat words, repeat sentences and questions, ask questions, respond to simple questions, communicate basic needs, converse with teachers and peers and develop vocabulary and expand communicative skills.

In tutoring in the native language, children are assisted in the regular curriculum of the school by language assistants. They explain directions and teach new concepts as necessary. This support enables the students to progress academically during the months when they are becoming proficient in English. This help is given mainly in the regular classroom but is also done separately in cross-classroom groups. As the year goes on and the student is able to do more in English, the native

language is used as a bridge to learning the material in English, then is gradually phased out as a medium of instruction. As use of the native language for tutoring decreases, emphasis on the development of reading and writing skills in the native language increases.

For one-half hour each day, children receive instruction in the native language in reading and language arts. The curricula of native language instruction vary across the different languages and cultures.

The foreign language training for English-speaking children in many ways has more of a cultural than a linguistic emphasis. Its purpose is to help children understand that there are alternate ways to communicate and that these are viable, interesting and possible for anyone. The instruction includes geography, games, songs, crafts and cultural material. Through this training, it is hoped that monolingual children will identify with bilingual children in both the difficulties of learning a second language and the joys of being able to communicate in more than one language. Such language-culture programs can stimulate cultural flexibility and sophistication, and acceptance of differences.

The sharing of cultural experiences from many places in the world serves a double function in the program. In the first place, it helps the students from a particular group learn about, appreciate and enjoy the traditions of their people. They develop a positive feeling about their own group and a pride in belonging which result in positive self-concept. Secondly, the sharing results in understanding and appreciation on the part of those from different cultures.

D. Peer Tutoring Programs

Linguistic tutoring by peers of different cultures encourages meaningful communication between students of various language groups. During tutoring sessions, the students acting as tutors know some information that their tutees do not know. The need to communicate this information to the tutees creates a situation in which natural meaningful dialogue is inevitable. One purpose of the sessions is to encourage language practice through conversation and discussion. A second purpose is to promote friendships between fluent and limited English speakers. Such friendships and the resulting English language practice should lead to increased proficiency in the second language.

Many varieties of peer tutoring are being conducted: limited English proficient and native English-speaking classmates are paired to conduct normal classroom activities — each student helping the other; bilingual secondary school students are taken to elementary school classrooms to introduce their language to and share their culture with English-speaking primary students; foreign language courses are designed to utilize native speakers in instruction — native speakers are encouraged to develop their reading and writing skills and non-native speakers to improve their speaking and understanding skills by interaction with the native speakers; special curricula are being designed to develop reasoning capabilities in a particular subject while simultaneously producing gains in basic skills and in language proficiency; etc. Such programs bring students together across ethnic and language barriers in sustained relationships based on helping and learning, foster friendship and intercultural understanding and encourage bilingual adolescents to appreciate their own background and language as they help monolingual students learn a second language.

E. Intercultural and International Communication Courses

Courses to insure understanding of the basic concepts of cultures and the dynamics of intercultural communication can be given for teachers and students alike. For teachers, a course about education in other countries of the world would be helpful in working with the foreign students in their classes. Areas of possible misunderstandings, differing expectations of and attitudes toward education can be included, using as resources university graduate foreign students and parents of foreign students.

For students, a course examining major channels of communication — both international (between or among nations) and intercultural (between or among people of different cultures) — might include the following: defining basic concepts in intercultural and international communication; identifying the cultural characteristics of various groups and developing criteria for contrasting cultures; developing techniques for examining, analyzing and resolving intercultural and international communication problems; identifying major channels for intercultural communication between the local community and the world and describing their usage; differentiating between information and propaganda and recognizing the language of diplomacy and negotiation; and illustrating examples of intercultural communication situations in careers. Resources for such courses could include foreign students in the school or from a local college and foreigners from the community.

If it is not feasible to introduce a special intercultural and international communication course in the curriculum, incorporate an international dimension into regular social studies courses and foreign language training. For example, a world geography course includes study of the various nations of the world: analyze each country from various points of view — history, art, architecture, customs, language, political

system, natural resources, economic system, religion, topography, climate, etc. World history courses can investigate not only the histories of the various nations, but also their present day customs, religions, economies, governments and problems. Various aspects of the countries being studied can be compared to parallel structures and activities in the United States in the same time frame. American studies courses can look at the effects of immigration on the United States and include a study of the immigrants, their native countries, customs, problems of adjustment and integration into American society. There are many resources available in the school and local community that can be tapped to provide first hand knowledge of these and many other topics.

F. Global Education/Community Discovery Projects

Incorporating items to show students the ties and relationships between their hometown and the world is an excellent way to increase the awareness of the interconnectedness of the United States and other countries. All subject areas can be included in such projects, and activities built around high interest topics for students — food, travel and customs, for example — are particularly effective.

Lessons can be compiled by teachers to demonstrate to students how something as common as the making of a candy bar illustrates the working of global systems, how their city is similar to another city in a different country, how U.S. traditions have been formed in comparison to customs of another country and so forth. Students can explore the stores and restaurants in the community, talk with persons from different cultural backgrounds, etc. There are many aspects of American society which have an international component, and these can be infused into the education process on a continuing basis to provide a global dimension to students' thinking.

G. International Student Exchange Programs

A number of organizations work at the national level to arrange international student exchange programs — bringing foreign students to the United States and sending American students abroad. (Information about some of these organizations is included in "Organizational Resources" on pages 55-63.) Also, a number of individual schools have made their own arrangements directly with a school in another country. The foreign students who come to the United States live with American families and share their language and culture with peers at their school through special festivals, dinners, talks and day-to-day contacts. Americans who go abroad learn first hand about another culture and can share that information with their families and peers upon their return. These programs provide excellent opportunities for both the exchange students and the people with whom they come in contact to learn about another culture.

II. Short-term, School-wide Activities

The activities described in this section provide ideas for projects which can be conducted in a brief period of time and which involve the entire school in an international activity. Again, the international dimension can be enhanced and personalized by having foreign students in the school share their cultures and perspectives. Some aims of such activities might be:

- Viewing foreigners as enriching resources rather than problems.
- Instilling an understanding and recognition of the concepts of culture and communication and the phenomena of identity, bias, prejudice, stereotyping, perception, pluralism, acculturation and assimilation as essential to realizing the needs, goals and concepts of multicultural education.
- Seeking to create a sense of empathy for the experiences shared by various groups in their immigration patterns to the United States.
- Creating opportunities for students to share, learn, express and demonstrate their unique cultural heritages and experiences through classroom learning centers, assemblies, bulletin boards, student publications, special days and exhibits.
- Establishing multiculturality as the goal: the ability to function effectively within one's own ethnic or cultural community, within other ethnic communities and at the same time to participate fully in the common American mainstream culture.

Resource materials and organizations which can provide assistance in conducting the following activities are listed on pages 19-68.

A. Student/Classroom Sharing

1. Introduce newly arrived foreign students to peers from their native country who can ease them through the acculturation process by helping them become familiar with the school environment, students and activities.

2. Have the teacher and children in a language class plan a presentation about a special day in the country where the language is spoken and share it with other classrooms in the building. Example: Students of German prepare a presentation about Saint Nicholas Day, explaining why and how the day is celebrated, sharing gingerbread cookies and answering questions.

3. Sponsor special breakfasts or luncheons where foreign and American students are paired off, each being given the name of their partner and possible topics of discussion. They are then gathered at a prearranged time for an hour of eating and conversation together. The same groups are reunited at specific times during the next two weeks so there is ample opportunity for relationships to develop.

4. Compile culture kits about specific cultures which include collections of "hands-on" objects, printed information, musical tapes and slide sets which can be made available for school-wide events or individual classroom activities. Establish a resource center to house these materials and to arrange for speakers from the country to talk about their cultures.

B. Field Trips/Community Exploration

1. Conduct oral history projects to help foreign and American students learn about their own cultural heritage or that of others. Students gather information by interviewing parents, grandparents and community members, in English or their own language, and report what they have learned to their class.

C. Written Exercises

1. Create a publication based on an oral history project with students responsible for writing their stories, translating, photographing, typing and laying out the materials. Topics for research can include: folktales, recipes, biographies of community members, poetry or descriptions of games and crafts. An expansion of such a school-wide project might be a state-wide competition to increase awareness of cultural pluralism throughout the state. Interested students could submit articles on oral or local histories or do photographic studies. Entries could be evaluated by a panel of educators, with the best essays compiled into a publication for state-wide distribution and winners receiving appropriate prizes.

2. Assign a writing exercise which will involve a search for multicultural materials and resources in the school's media center and library and have foreign students explain materials from their countries.

D. Folklore/Customs

1. Sponsor assemblies in which foreign students are invited to perform a dance or skit, sing a song, model their native dress, play native musical instruments, show slides, photos or films of their home countries, etc. or which feature a variety of cultural and individual interpretations, expressions or experiences about a specific subject or event. Such assemblies can include both foreign and American students, e.g., have foreign students teach a dance or song to their American classmates which they then perform together.

2. Hold international progressive dinners where foreign and American students cook food from a specific culture and each part of the meal is served at a different home.

3. Conduct an event related to another culture in which the whole school participates, having a student or parent from that culture act as a consultant. Example: Columbus Day, or Día de la Raza, is celebrated with an all-school assembly program arranged by Latin American students and parents.

4. Conduct international fairs where foreign students share the culture of their country through discussions, slides, songs and showing objects from their country. Each grade might select a specific culture to study and feature at the fair. Booths can be assembled to offer tasting of native dishes, demonstration of craft-making, etc.

5. Recognize or celebrate holidays of various cultures, having foreign students from those cultures explain the holiday and show how it is celebrated in their countries.

6. Sponsor a multicultural celebration of the winter holiday season by having each class study a different country to learn how various cultures celebrate Christmas, Chanukah or the beginning of the new year. Foreign students from the coun-

tries being studied can teach classmates to make typical decorations and foods of the season and share music, dances, folklore and traditions.

7. Celebrate different ethnic or culture "months" throughout the school year, using foreign students from the "country of the month" as a cultural "consultant."

8. Sponsor culture days where students have an opportunity to spend a full day with foreign students and other resource people from one country. The goal of a culture day is for participants to learn about another culture through experiencing its traditions, customs, music and food by engaging in these activities with persons from that culture. A potluck lunch could be organized, after which the foreign student explains the dishes that have been prepared, which should be typical of the culture represented. If possible, traditional clothing should be worn; games, dances, songs and crafts from the country can be taught; demonstrations of musical instruments can be given; posters and maps can be displayed; etc. Several cultures may be represented in one day or concentration may be on one culture to allow more in-depth presentations by foreign students of their culture by showing slides or photos, bringing in articles from their homes, etc. Teachers of various subjects can coordinate their classes for Culture Day — science classes can include presentations about famous scientists or inventors from the subject country; math problems can be written using names, products and measurements from the country; language classes can include comparisons (structure, sound, etc.) of the language being studied and the language of the culture being represented in Culture Day; etc.

E. Language

1. Invite foreign students to participate in activities of foreign language and international clubs at the school.

2. Encourage American students and families to invite foreign students and foreign students and families to invite American students into their homes to share language and cultural differences.

3. Establish a "tutorial service bank" which would list foreign students willing to tutor American students in the foreign language they are studying. If there is a language laboratory in the school, see if foreign students would be available to assist American students using the lab.

4. Have foreign and American students in the school jointly write a bimonthly or monthly newsletter in a foreign language and distribute copies to foreign language classes and clubs. The newsletter could describe school-wide activities and foreign language/culture community events.

F. Current Events/Political Issues

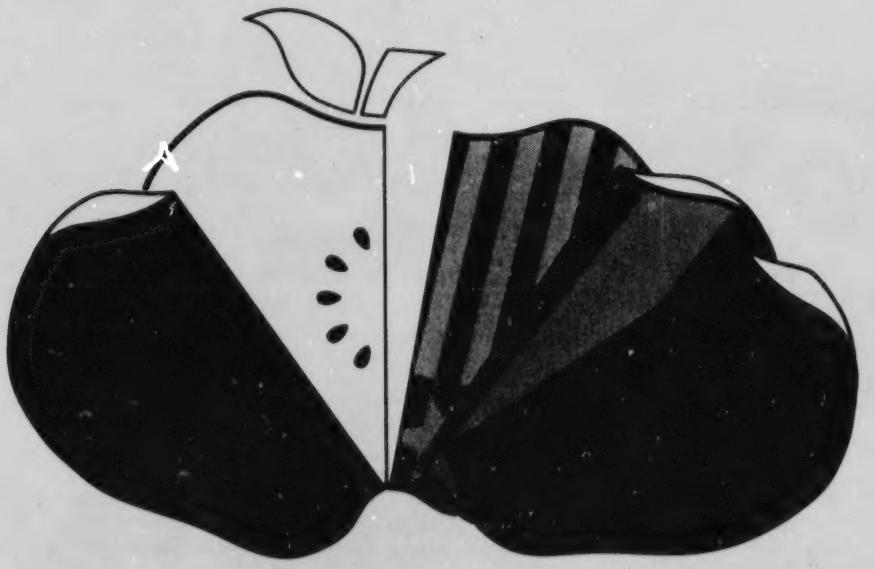
1. Hold a "Quiz Bowl" competition among students to motivate and recognize academically talented young people (American and foreign) in world affairs. The competition might test information about current world events and be fashioned after the College Bowl program on television.

2. Plan activities focusing on a particular historical event with students from various countries discussing the effects of that event on their ethnic or culture group.

3. Show and discuss films that dramatize or document immigration patterns and experiences of specific culture groups. Design follow-up activities that help students relate the presentation to their present day experiences or to compare the immigration patterns and experiences of other culture groups.

4. Sponsor a Model United Nations (MUN) where students play the roles of delegates to the United Nations, reacting to a specific world event as a representative from the assigned country would. Foreign students can be delegates from their own countries, serve as consultants to the Americans who will be representing their countries or be representatives of the United States with Americans coaching them. Explore the various alternatives for providing a number of cross-cultural learning situations in an MUN.

III. Classroom Activities



This section provides ideas to introduce an international perspective to the students in your classroom, with the help of foreign students in the class. This can be done in all subject areas, not just the most obvious ones such as social studies and foreign language courses. For example, physical education classes could include a unit on games or dances from other countries, taught by foreign students themselves. Home economics classes could include preparing meals or foods from other countries, with recipes being supplied by foreign students. The same global perspective can be included in music, art, literature and other subjects.

To make cultural diversity an asset rather than a problem and to effectively integrate foreign students into classroom activities are exciting challenges which can be learning and rewarding experiences for all involved. A seemingly trivial piece of information or an aesthetic focal point can serve as the basis for exploring and understanding a whole set of cultural, linguistic, value, role, thinking and event patterns and how they interact with each other to shape a specific culture group within a broader pluralistic society. Also:

- Search for similarities as you begin to identify and understand differences.
- Seek to maintain and develop a positive self-concept in all learners.
- Learn how to pronounce students' names according to their preferences.
- Involve all students — American and foreign — in bringing multicultural information and ideas to the classroom.
- Seek to relate past experiences and heritages to present student experiences.
- Analyze the ways you as a teacher talk, your patterns and modes of presentation. Try to visualize how your patterns may be perceived by students with other culturally determined preferred modes for receiving new information and learning new skills and ideas.
- Learn to observe and measure "silence" as well as "noise" in cross-cultural conflicts and misunderstandings. Instead of asking "Why is so-and-so like that?" or instead of jumping to a cultural conclusion, ask "Why am I like I am?" or "What is it about my way of thinking that makes me think this is odd, peculiar or unexpected?".

Remember that "there is a difference" is at the heart of the cross-cultural perspective.

Resource materials and organizations which can provide assistance in conducting the following activities are listed on pages 19–68.

A. Student/Classroom Sharing

1. Invite foreign students into classes to speak about their cultures, to show slides, photos or films of their home countries and in general to act as guides to their society. Have them discuss the everyday, common activities and how they are carried out.

2. Have foreign language teachers work with classroom teachers to develop and carry out a unit about a particular area or event. Example: The Chinese teacher works with a third grade teacher to prepare a unit on the Chinese Moon Festival. They devise activities to be incorporated into math, music, creative writing, language, map study and art. The unit is climaxed with a Moon Festival party.

3. Invite a foreign born teacher to the class to do a short presentation or special activity. Example: A Brazilian teacher is invited to talk about the ecological problems of her country during a unit in which the class is learning about the interdependence of all areas of the world.

4. Find out where ancestors of each person in the class came from. Make charts or graphs to show distribution. Encourage students to share tales, artifacts and customs of their cultural background.

5. When studying a particular aspect of a subject, such as soils and weather in a science class, encourage students from different cultures to talk about the characteristics of their country that are appropriate to the topic, e.g., the effects of rainfall and erosion on the soil, different climates and their effect on how people work and live, the practice of slash and burn farming, etc.

6. Have students go through want ads of a major Sunday newspaper and clip all ads that have to do with jobs on a global or international scale. Discuss how such jobs could have an impact on the local community.

7. Have students interview every member of the class, requesting family name, place of birth and ethnic background. Is the class international? Discuss the various cultural components of the group.

8. Hold discussions about human "issues" such as family responsibility, birth, death, war, peace, welfare, arranged marriage, women's roles, arts in society, etc. with foreign and American classmates sharing and comparing views of their cultures.

9. If a foreign exchange student will be in the class for a fairly brief period of time, prepare the American students for the visit. Have them study the country to be represented, incorporating areas of basic learning in the process. For example, in elementary schools do a map study of the exchange student's country and its relationship to the United States, using measuring skills to determine the distances between the two countries. Have students research and write reports comparing and contrasting items such as land area, climate, weather, agricultural products, farming methods, manufactured products, language, customs, flags, etc. Through this exercise the American students will not only learn about a new country but will also learn note taking, outlining, report making, reading skills, spelling, mathematics, etc. If possible, also include activities in art, music or literature having to do with the exchange student's country. Many ideas are possible which will help the American students understand the exchange student better and realize more from the experience of having a foreign student in the class.

10. Hold a formal classroom debate on the subject of the United States being a "melting pot" vs. a "tossed salad," i.e., the pros and cons of having foreigners become assimilated or acculturated to life in the United States, using foreign students as participants and resources.

11. Prepare a home economics, biology, social studies or writing/research unit on "Sugar and Spice" — how and where spices or sugars are grown and produced, the modern day usages and availability, the "global" influence in the average American kitchen, the historical role spices have played in world civilization (exploration and conflicts), how various spices are associated with various cultures and how Americans have "acculturated" through spices. Foreign students can discuss how spices are used on foods in their countries and may be able to bring in recipes.

12. Study food preferences that are unique to particular cultures. Have students from various countries describe the typical dishes of their country and compare favorite foods of students from different cultures. Review cookbooks featuring cultural foods and look at menus from restaurants specializing in food from different countries. Ask if parents of foreign students would be willing to prepare foods of their country to share with the class or come to the class to demonstrate how they are made, with the students assisting as much as possible.

13. Design a classroom orientation, "getting-to-know-you" or questionnaire activity for use at the beginning of the school year to enable students to exchange information about their travel or moving experiences, birthplaces or

family immigration patterns perhaps in conjunction with an expository writing exercise or a geography unit.

B. Field Trips/Community Exploration

1. Have students prepare a list of the businesses, restaurants, resource people, ethnic associations and other groups in the community which are of a particular cultural heritage.

2. Have students survey and analyze their home and community for foreign made products, categorize these objects, develop maps to show the flow of products to their community and have them draw conclusions about the relationship between their home, community and the world. Have the foreigners in the class perform the same exercise, remembering that American products in their home country are "foreign." Analyze the flow of products to and from different countries of the world and see how interrelationships work.

3. If foreign students in the class are children of diplomats or businessmen, see if they can arrange tours or guest speakers on international diplomacy or international business related to a topic currently being studied.

4. Study the local community in terms of immigration patterns and how a variety of ethnic or culture groups have contributed to and shaped the community. Have foreign students from a particular ethnic neighborhood give American students a "tour" of that society.

5. Plan field trips to local museums, exhibits or festivals which demonstrate a variety of cultural experiences, values or contributions. Design activities that help students recognize, appreciate, understand or value differences along with similarities, using foreign students as resources for further information.

C. Written Exercises

1. If a foreign student is willing to demonstrate writing in his or her language, this can be used to draw attention to the writing system used, direction of script, spacing of characters, diacritical marks and their meanings and to compare and contrast the language with English.

2. After studying a specific country, have students write a poem, story or play about a person of the same age living in that culture. Include setting, sensory perceptions, feelings.

3. Have students write essays on "culture shock" — what the American students perceive it would be and what the foreign students experienced when coming to the United States. For example, what would be or has been difficult to understand and how "not knowing what to expect or do" makes them feel.

4. Have students write skits based on a multicultural classroom or school setting, such as a playground name-calling incident, situations arising out of differences in teacher-student or student-student interpretations of "cheating," "dishonesty," "responsibility," "pride," "courage," "racism," "friendship" or "independence," including views from all cultures represented in the class.

5. Have foreign students write articles for the school or class newspaper about a particular aspect of their culture, e.g., the role of women, traditions, marriage customs, popular foods, etc.

D. Folklore/Customs

1. Have a native language and foreign language class studying the same language get together regularly to work on pronunciation and share folklore and customs by telling stories, singing or occasionally celebrating special events. Example: Japanese children and American students studying Japanese have a party to celebrate Boys' Day. They play games, sing songs, share a puppet play in Japanese and, of course, have Japanese refreshments.

2. Use a calendar of holidays throughout the year, asking foreign students to tell about holidays in their countries when they occur and share some of the customs and activities associated with each festival.

3. Study the family in various cultures. What roles do parents, children have in the home? How do they interact with each other, display respect, behave at home? Learn about food, clothing, shelter.

4. Study the community in various cultures. Learn about social customs, religion, sharing and helping. Show how different groups of people have contributed to the diversity of culture in the United States. Include contributions of various national and ethnic groups, their influence on food, clothing, holidays.

5. Alert children to the pluralistic nature of American society and teach them to become

comfortable in that society. To do so, have all the students in class — foreigners and Americans — share information about their cultures in such topics as folklore, geography, holidays and celebrations, foods, art, music and games. Also explore such topics as "what's in a name?", culture borrowing, dialects, stereotyping, writing in other languages and immigration patterns.

6. Have foreign students talk about popular heroes, heroines and/or patriots of their cultures — their contributions to the countries, their personal lives, ways the country commemorates them (holidays, monuments, memorials, etc.). Would these persons be considered heroes or heroines in the United States? Look at some of the Americans who are honored for their contributions to the United States. Discuss the differences and similarities of attributes which are valued in various countries.

7. Have foreign and American students bring in articles from their homes, such as cooking utensils, photos, records, clothing, etc., which represent their cultures. Group items by culture and have students study them to see what the objects tell them about the society. Or try a variation of this, by putting an article in a paper bag and having students feel it to see if they can guess what it is.

8. Have foreign and American students talk about legends, folklore, proverbs, etc. from their countries to compare and contrast the cultural values they represent.

9. Have foreign students translate folktales from their country to share with American classmates. If there is a similar American folktale, compare the origins and ways the tales developed in different cultures.

10. Prepare a comparative literature, art, drama or social studies unit on African, Greek, European, Asian, Indian, Norse and Aztec "masks," showing how masks are used in different ways universally, how they relate to fears of the known or unknown or to prejudice, how they can be a source of cross-cultural concern, culture shock or misinterpretation and how the word or concept of "mask" may mean different things depending on cultural or group experience. For instance, "taking off" or "keeping on" the mask can mean entirely different things to a jazz musician, an actor in a Noh drama or a beauty contestant. Show how masks are often part of festivals or commemorations such as Halloween, Mardi Gras, Chinese New Year and Fiesta. Use foreign students as resources for information, perhaps having them bring in or make masks or pictures of masks from their countries.

11. Have students from different countries teach traditional dances to their classmates. Explore the origins of the dance, the music and the status of the dance in present-day life of the country.

12. Compare and contrast fabrics, clothing styles, designs and materials to discover if and/or how they reveal cultural symbols and historical, national or ethnic experiences and how they reflect a variety of cultural lifestyles and values. Learn how clothing and fashion are often part of a national or individual "acculturation" process. Learn how and where fibers are grown or produced from a global or national perspective. Have foreign students bring in typical clothing from their countries and explain its relation to cultural lifestyles and values.

13. Do a cross-cultural comparison of customs such as gift giving or table manners and how the concept of what is appropriate differs from culture to culture. Example: Eating with the left hand in the lap is considered rude in many Hispanic cultures whereas it is quite "proper" in Anglo cultures. In many Oriental cultures, gifts are presented and received with both hands and the polite behavior is not to open the gift in the presence of the giver. Have foreign students explain their countries' customs.

14. Prepare a unit on calculations, calculators and binary numbers, including a demonstration on how to use an abacus or a sorabon or a discussion of how "counting" is often a function of culture. For instance, many American Indians count in groups of twenty, based on fingers and toes; others use ten fingers to count to 99 and many cultural differences exist concerning how to use the fingers to count to ten. Example: For the French, "one" is counted on the thumb folded down and for the American "one" is counted on the index finger held up. Have foreign students give demonstrations and information about counting in their countries.

15. View videotapes and films or act out classroom demonstrations with an emphasis on how gestures vary from culture to culture and how gestures can be a source of cross-cultural miscommunication, having foreign students give examples of common gestures in their countries.

E. Games/Exercises

1. If a foreign student excels in a sport, drawing or another activity, have him or her teach the sport to the American students, draw pictures of objects or customs in the country of origin and share knowledge of other activities to promote acceptance by other students and to increase the student's self-concept. With young children, have foreign students teach their classmates games

that are played in their countries. See what the American students can discover about other cultures through these games.

2. Conduct role plays in which foreign students act out situations that might occur in their country with a foreigner, in this case an American, in such places as the market, school, customs office, home, etc. Here it is the foreign student who is in a familiar position, playing a role with which he or she is familiar, while the American experiences a situation in which he or she must interpret cultural cues and act in conformity to unfamiliar cultural norms. Consult foreign students to set up a situation in which their country's cultural values or customs do not coincide with those of the average American. Each actor is provided with background information to set the "stage," and a discussion should follow the role play to explore how the cross-cultural situation was handled.

3. Have a foreign student give information to the class in his or her native language about something which the Americans *must* comprehend even though they don't understand the language, e.g., instructions for an important test. Or have a group of foreign students discuss an issue in their native language which the American students need to understand, e.g., a homework assignment required for a certain class. How do the American students feel about not being the "norm" and not having English be the language spoken?

4. Use cross-cultural simulation games and perception/misperception exercises to show students how culture affects the way people make judgments and respond to certain situations. Discuss the differences in perceptions and actions of foreign and American students and how these are influenced by culture. (A list of some simulation games is in "Resource Materials and Organizations" on pages 52-53.)

5. Conduct role-playing exercises or simulations based on foods, cultural differences or bias against or for specific foods, meats, vegetables or spices. For example, what would be likely to transpire if a Frenchman is served corn on the cob, a Hindu is served a hamburger, an American is served eel or a Norwegian is served grits as an invited guest? Would they refuse? How? Why? How would the hosts encourage the guests to try the strange food? Would they? Should they? What bias, prejudice, beliefs, values are associated with food in various culture groups within the United States? Are they based on myth, popularized notions or reality? Have foreign students participate in role plays as sources of information on different eating preferences and habits.

F. Language

1. Encourage foreign students to share knowledge of their language whenever possible and teach classmates simple words used every day and numbers from one to five. Allow the student to "label" some objects in the room in his or her language and/or an English transcription, and encourage other students to attempt these words.

2. Make color and number charts using the languages of the foreign students in the class and the English equivalents. Make other charts listing common phrases such as "good morning," "how are you" and "good-bye." Have the foreign students teach the American students the pronunciation of the words and phrases listed.

3. Assign buddies to students with limited proficiency in English. The buddy should be a classmate who is sensitive to the needs of the foreign student. Buddies should be rotated in order to avoid dependence on one student; this also allows more students to participate in the experience.

4. Invite foreign students to foreign language classes to share information about their countries and for conversation practice with American students. Foreign students may also be used in helping teach the nonverbal aspect of a foreign language, for example, distances between speakers in conversation, eye contact, ways to welcome or leave people, attitudes toward time, physical contact, the meaning of "girlfriend/boyfriend," etc.

5. Design research activities so students can learn about the cultural or linguistic origin of "English" words they use every day. Example: patio, garage, veranda, apartment, kitchen, porch, plaza, highway, or cul de sac. Ask bilingual students to share "words" which are the same in English as they are in their native languages. Compile a list to post on a classroom bulletin board.

6. Have foreign students teach the class native songs from their country that incorporate idiomatic expressions, vocabulary or specific grammatical structures.

G. Current Events/Political Issues

1. Have students research aspects of a particular culture by focusing on topics or events currently in the news about that country. Have foreign students from that culture and American students compare how the issue is viewed from different cultural perspectives.

2. Have students clip articles from newspapers or magazines that have something to do with a political decision of the U.S. state that will have some effect on people in different nations. Students may also clip an article that shows how a foreign political decision may effect the people of the state. Summarize these articles and draw conclusions concerning the effects of these decisions, from the viewpoint of both American and foreign students.

3. Have foreign and American students rank national priorities or goals for their home countries. The top five priorities for each nation are then compared and discussed, with similarities and differences among countries being noted. The discussion should also include what each nation is doing to achieve its priorities.

4. Have students view a television news program or read specific articles in the newspaper about an assigned foreign news item. Foreign students in the class from the area of interest can offer a first-hand perspective on many current issues which might otherwise never be presented to American students. Newspapers from the country being discussed might be brought in to see the point of view they present.

5. In social studies or current events classes, hold a mock trial about an issue of current interest. Appoint a judge, prosecution and defense attorneys, have witnesses, etc. If possible, the prosecution and defense attorneys should use foreign students from the area of interest as first-hand witnesses or sources of information.

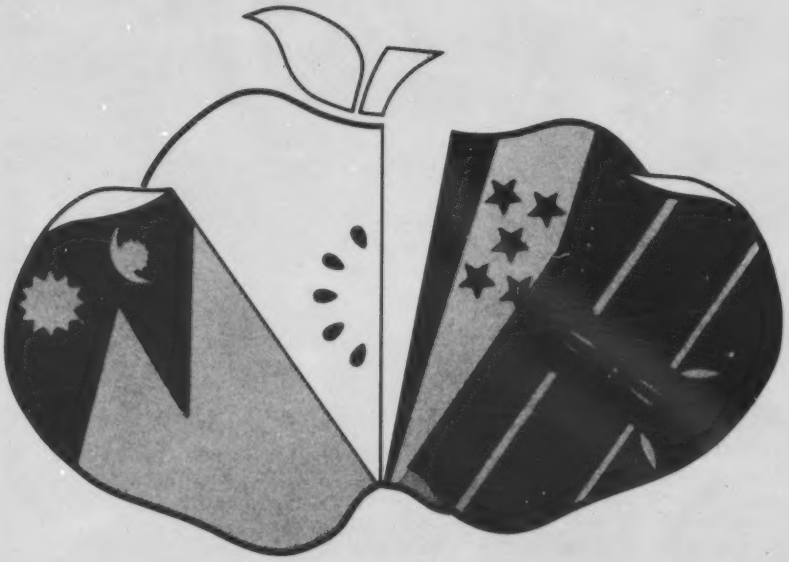
6. In history classes, when discussing a particular historical event, have the foreign students describe how that event was viewed in their countries to see its different effects in various parts of the world.

7. Show and discuss films that dramatize or document immigration patterns and experiences of specific culture groups. Design follow-up activities that help students relate the presentation to their present-day life or to compare with the immigration patterns and experiences of other culture groups.

8. Use the topic of traditional and changing roles of women as a focus for reading assignments, interviews, research and discussions. Have foreign students discuss the role of women in their societies and see how roles, traditions or values vary from culture to culture, from one ethnic or language group to another or within rural, small town, suburban or city environments.

9. Create opportunities for students to research and discuss current events involving cross-cultural issues, events, achievements or conflicts in terms of the historical or cultural backgrounds and perspectives that have led or contributed to the current event. Have foreign students give perspectives from their countries' viewpoint.

IV. Resource Materials and Organizations



How to Use the Resource Guide

This resource guide was compiled as a reference for teachers seeking materials to supplement their classes on cross-cultural or international subjects. Many educators are unaware of the wide variety of such resources that are available to them, many at little or no cost, through national or local organizations and institutions dedicated to the promotion of global awareness among U.S. elementary and secondary students. The purpose of this guide is to identify these information sources, and inform teachers of the availability and type of materials they have to offer.

The resources listed here vary in form and purpose; included are publications giving background information on specific world cultures, visual aids intended to supplement units on current world issues and educational kits designed to guide teachers in planning classes to increase cross-cultural awareness. In order to make this resource list as useful to educators as possible, the materials have been divided into subject categories as follows:

	Page
A. Increasing General Global Awareness	21
B. Current World Issues	26
1. International Relations	26
2. The United Nations	27
3. World Economics/Food Supply	28
4. World Energy/The Environment	30
5. World Population	32
C. Ethnic Studies	34
D. Cultural Studies: By Subject	34
1. General	34
2. Aging and Death	35
3. The Arts	35
4. Clothing and Shelter	36
5. Folklore	36
6. Food and Cookbooks	37
7. Games and Toys	37
8. Holidays and Festivals	38
9. Law and Order	38
10. Religion	38
11. Roles of Women and Men	39
E. Cultural Studies: By Country/Area	39
1. General	39
2. Asia	40
3. Europe	42
4. Latin America	43
5. The Middle East/North Africa	44
6. North America	45
7. South Pacific/Australia	45
8. Sub-Saharan Africa	45
9. Information on Refugees	46
F. Visual Aids	47
1. Films/Videotapes/Filmstrips/Slide Shows	47
2. Posters/Charts/Maps	51
3. Miscellaneous	52
G. Cross-cultural Simulations	52
H. Administrative Issues	53
I. Organizational Resources	55
J. Title VI Outreach Centers	64

A limited number of resource materials from each organization or institution have been selected in order to avoid making this list excessively lengthy and therefore impractical to use. A short description is given of each item listed, most quoted directly from publications lists provided by the source organizations. *Availability and ordering information are provided for each resource at the end of the description, and educators wishing to request materials or publications lists are referred to the section on Organizational Resources on pages 55-63 where addresses and phone numbers are listed.*

A. Increasing General Global Awareness

1. *A Guide to Culture in the Classroom* by Muriel Saville-Troike (1978)

   A Guide to Culture in the Classroom is an invaluable tool for educators who want to know more about minority culture and language of children in their school. Academic achievement and school can be made more meaningful when educators understand and appreciate the richness of the culture and heritage their students bring to school. It is with this belief that this publication was prepared. Available for $4.50 from the National Clearinghouse for Bilingual Education (NCBE). NCBE also offers other publications for educators interested in the field of bilingual education; for further information and a complete publications list, contact NCBE.

2. *A Manual of Structured Experiences for Cross-Cultural Learning,* edited by William H. Weeks, Paul B. Pedersen and Richard W. Brislin (1977)

   Techniques developed within the field of human relations training and which are described collectively as structured learning experiences provide the vehicle for culture learning in this publication. Available for $5.95 from Intercultural Press, Inc. Intercultural Press also offers other publications and texts on cross-cultural education; for further information and a publications list, contact Intercultural Press, Inc.

3. *American Cultural Patterns: A Cross-Cultural Perspective* by Edward C. Stewart (1980)

   Cross-cultural analysis of American cultural assumptions and values and a comparison of cultural patterns of thinking and behaving. Widely used as a text in intercultural courses. Available for $6.50 from Intercultural Press, Inc.

4. *Anthros: A Community Discovery Project for Young People Aged 15 to 20* (1980)

   Anthros is a team-effort community discovery project for young people between the ages of 15 and 20. Young people who participate in the *Anthros* project gain firsthand knowledge of the international links and influences present in their home community, achieve a deeper understanding of the interdependence of peoples and nations and develop a greater confidence in their own potential for influencing international events regardless of their eventual career choice. Participants will find an *Anthros* project to be relevant and fun. Project description available for $1 postage and handling from AFS International/Intercultural Programs.

5. *Award-Winning Foreign Language Programs: Prescriptions for Success* by William D. Sims and Sandra B. Hammond (1982)

   This study grew out of a widespread concern about the future of language study in America, particularly in regard to instruction at the secondary level. The purpose of the study is to present and describe 50 secondary school language programs in such a way that educators across the country can profit from their findings. These programs are not only successful, they are exemplary and can thus serve as models for educators and administrators to study and visit. Successful aspects of each language program are highlighted, and contacts for each are listed so that interested persons may obtain further information. Available for $9.75 from the National Textbook Company.

6. *Beyond Experience: The Experiential Approach to Cross-Cultural Education,* edited by Donald Batchelder and Elizabeth G. Warner (1977)

   The articles in this book represent a sampling of the approaches and techniques developed by the Experiment in International Living and its School for International Training for increasing the cross-cultural awareness of its students. Available from the Experiment in International Living (EIL).

7. *Big World, Small World, My World*

   For grades 4-9. An activity-oriented educational program. This four lesson program is designed to give students a basic awareness of the diversity of human cultures, the commonality of human needs and interests and the responsibility of everyone to share in the world's resources and benefits. Contains a teacher's guide, including lesson plans and bibliography, four pre-printed spirit duplicating masters and a 22" × 36" color wall chart for classroom display. Available for $3 from UNICEF. For ordering information and a listing of other kits for teaching global awareness, contact UNICEF.

8. *Charting the Hidden Cultural Dimension: Comparative Assessment of Peoples' Perceptions, Meanings, Ways of Thinking* by Margret Nisi Brena (1980)

   Understanding people whose background and experiences are significantly different from our own poses a difficult and demanding task. Cultural background and patterns of upbringing often produce subtle but important contrasts in people's perceptions, motivations and ways of thinking. This booklet discusses and illustrates some of the basic differences in priorities and concerns, in subjective meanings, images and world views which lie at the heart of intercultural relations and communication. Single copies available free of charge from the Institute of Comparative Social and Cultural Studies, Inc. (ICS).

9. *Counseling Across Cultures,* Revised and Expanded Edition, edited by Paul Pedersen, Juris Draguns, Walter Lonner and Joseph Trimble (1981)

   A collection of 13 articles by 17 authors, this book is a comprehensive introduction to cross-cultural counseling. This revised version of a book originally printed in 1976 includes a thorough review of the literature dealing with intercultural counseling, behavioral counseling, Hispanics and Asian-Americans. Available for $10.75 from the University of Hawaii Press.

10. *Counseling and Minorities: A Bibliography* by James A. Vasquez and Clotilde Gold (1981)

    Lists available research in such areas as mental health, transcultural psychiatry and career counseling. Available for $5.50 from NCBE.

11. *Cross-Cultural Counseling and Psychotherapy* by Anthony Marsella and Paul Pedersen (1981)

    A collection of 13 articles by 16 authors, this book takes a clinical approach to cross-cultural counseling in the following areas: foundations, evaluation, ethnocultural considerations and future perspectives. Available for $26.50 from Pergamon Press.

12. *Cultural Sight and Insight: Dealing with Diverse Viewpoints and Values* by Gary R. Smith and others (1979)

    Dozens of stimulating activities help students deal directly with factors that influence our perceptions of others. Forms of ethnocentrism and their harmful effects are explored. Available for $5 from Global Perspectives in Education (GPE). GPE also offers other publications dealing with the introduction of global perspectives to the elementary and secondary classroom; for a complete publications list, contact GPE.

13. *Curricular Dimensions of Global Education* (1979)

    The document discusses the curricular implications of global studies for teachers of all subjects and grade levels, emphasizing that the global approach can facilitate the integration of knowledge. The purpose is to help educators become aware of the implications that global studies have for their special interests. Available through ERIC. ERIC also offers reprints of other publications dealing with the impact of the introduction of global education on schools' curricula. For ordering and price information, contact ERIC.

14. *Demystifying the Concept of Culture: Theoretical and Conceptual Tools* by Arvizu, Snyder and Espinosa (1980)

    This paper is a revised version of Monograph I of the training sequence, "Demystifying the Concept of Culture," which was developed by the Cross-Cultural Resource Center, California State University, Sacramento as a resource item for a training sequence on cross-cultural education. Available for $2 from the Dissemination and Assessment Center. The Center also offers other research articles on bilingual education and related issues as part of its monthly publication, *Bilingual Education Paper Series.* For further information and a list of back issues available, contact the Evaluation, Dissemination and Assessment Center.

15. *Directory of Resources: Global/International Education,* Social Studies 70, no. 5 (1979)

    The entire issue of this journal is devoted to a directory of resources on global/international education. Information is organized according to global/international organizations; departments and agencies of the federal government; boards, commissions and advisory groups; intergovernmental organizations; a bibliography of books, periodicals and instructional materials; and a list of embassies in Washington, DC. Available through ERIC.

16. *Education for a World in Change: A Report,* Intercom #96/97 by David C. King with James M. Becker and Larry E. Condon (1980)

    An encouraging report of American educators' response to the challenge of a new educational agenda. Includes sections on local initiatives, textbooks, resources and answers to "Questions People Ask" about the global perspectives education field. Available for $5 from GPE.

17. *Education for International Understanding,* Prospects: Quarterly Review of Education 9, no. 2 by Ingrid Classen-Bauer (1979)

    The author recommends that young people be personally involved in the process of teaching international understanding and explains how young people should not only be taught about injustice but also moved to action by such problems as disease, hunger and oppression. Instructional media and educational games are suggested as effective teaching methods. Available through ERIC. ERIC also offers reprints of other articles on teaching methods effective in introducing a global perspective to students in elementary and secondary schools. For ordering and price information, contact ERIC.

18. *The Evaluation Handbook for Cross-Cultural Training and Multicultural Education* by George Renwick (1980)

    There are few practical guides to evaluation available to the cross-cultural teacher and trainer who would like to evaluate everyday instructional processes without having to depend on com-

puters and advanced statistics. This guide does the job. Chapters discuss who should do the evaluating, for whom it is done, when it should be done, how to tabulate (and enjoy) it and how to prepare and interpret the findings. Contains concrete instructions for using various methods as well as suggestions for their most effective application. Available for $4.50 from Intercultural Press, Inc.

19. *Foreign Students as Teachers: Learning with Foreign Students* by Josef A. Mestenhauser and Dietmar Bursig (1978)

    Ideas on how foreign students act as learning resources for U.S. students and faculty. Companion to *The Foreign Student Adviser and Learning with Foreign Students,* which describes methods that foreign student advisers and others working with foreign students can use to organize intercultural learning opportunities for college credit. Single copies of either publication are available for $1 for postage and handling from the National Association for Foreign Student Affairs (NAFSA). NAFSA also offers other resources for teachers and administrators interested in the various aspects of international educational interchange; for a complete publications list, contact NAFSA.

20. *Georgetown University Bilingual Education Service Center Bibliography*

    The Georgetown University Bilingual Education Service Center (GU-BESC) offers a bibliography of resource materials dealing with multicultural education, divided into categories as follows: K-5 Selected and Annotated Bibliography; 6-12 Selected and Annotated Bibliography; Selected and Annotated List of Multicultural Books, Records and Cassettes; Selected Books for Educating Linguistic Minority Students; and Recommended Books for Beginning a Library Collection. Available free of charge from the GU-BESC.

21. *Gestures* by Morris, Collett, Marsh and O'Shaughnessy (1978)

    A widely acclaimed study of body language by a team led by the well-known anthropologist, Desmond Morris. The result of research in the United States and 25 European countries, this book is a pioneering study of the roots of American gestural communication. A must for anyone who is expected to understand the intricacies of nonverbal communication across cultures. Available for $12.95 from Intercultural Press, Inc.

22. *Getting Started in Global Education: A Primer for Principals and Teachers* by H. Thomas Collins and Sally Banks Zakariya (1982)

    Just where does global education fit into the elementary or middle school curriculum? What are its goals and objectives? What resources are available on global education? These are the kinds of questions this publication is designed to answer. The material presented is drawn from a variety of sources, including *Principal,* the journal of the National Association of Elementary School Principals (NAESP), from which a number of the articles are reprinted. The purpose of this publication is to serve as a practical tool for school principals and teachers who want to get started in global education. Available for $4 from NAESP.

23. *Global Classroom Resource Guide* (1980)

    This sourcebook, which was developed to assist students, educators and other interested persons in learning about Boston as an international and multicultural city, contains a listing of resources in addition to suggestions of how the resources might be utilized. The activities described may be used as models for teachers and students in other communities to suggest ways in which the international aspects of these communities may be discovered and explored. Available from the Global Classroom, Education Collaborative of Greater Boston, Inc.

24. *Global Education in Elementary Schools: An Overview,* Social Education 41, no. 1, by Charlotte C. Anderson and Lee F. Anderson (1977)

    This discussion of elementary global education covers (1) the definition and meaning of global education and (2) its objective of achieving student competence in perceiving individual involvement, making decisions, making judgments and exercising influence. Available through ERIC. ERIC also offers reprints of other articles dealing with the importance of global education in elementary and secondary schools. For ordering and price information, contact ERIC.

25. *Global Issues: Activities and Resources for the High School Teacher* by Kenneth Switzer and Paul T. Malloy (1979)

    For grades 9-12. This introduction to teaching about contemporary global concerns in the high school social studies classroom contains background and lesson plans for seven units in addition to 39 reproducible student handouts. Available for $7.95 from the Center for Teaching International Relations (CTIR). This is one of a series of units for teaching global awareness in the 4-12 grade range offered for various prices by CTIR; for a complete listing of teaching units, send for CTIR's publications list.

26. *Global Issues in the Intermediate Classroom* by Jacqueline Johnson and John Benegar (1981)

    For grades 5-8. This handbook was developed in response to many requests from intermediate level and middle school teachers for ideas and

strategies that could be appropriately and effectively used with their students. Comprises a collection of classroom activities designed to increase the international awareness of all students. Available for $8.95 from GPE or the Social Science Education Consortium.

27. *Helping Kids Learn Multi-Cultural Concepts: A Handbook of Strategies* by Michael G. Pasternak (1979)

    This book describes the efforts of an urban school system, working in partnership with three universities and community personnel, to create a different kind of school environment — a school environment in which people recognize, accept and seek to develop the uniqueness of each individual. Each school's program focused on the implementation by teachers and students of experiences designed to develop pride in one's ethnic and cultural heritage, to expose students to alternative lifestyles and cultural options, to develop understanding and appreciation for the validity of others' ethnicity and to fill the education voids that most students have concerning cultural and ethnic diversity. The book describes the process and activities used by the participants in this program, with an additional section on suggested resource materials and organizations. Available for $9.95 (must be prepaid) from Research Press Company.

28. *How to Develop Cultural Awareness* (1980)

    This publication addresses the issue of how teachers can be better prepared to deal with refugee children who come into their classrooms on short notice and what they can do to kindle the interest of their students in grades K-12 (in cross-cultural learning). The purposes of the handbook are to provide: immediate, practical background information and curriculum materials for all levels; constructive suggestions for creating a respect for all cultures among students; special activities to introduce Indochinese culture, history and language; and a framework for professional development consultants. Single copies available free of charge as long as supply lasts from the Teacher Center Resource Exchange of the American Federation of Teachers (AFT).

29. *Intercultural Communicator Resources* (1977)

    A unique, annotated collection of materials from a variety of fields that contributes to an understanding of intercultural communication; it provides an excellent beginning point for trainer, educator, student and researcher. Available for $5 from Brigham Young University (BYU). For further ordering information and a complete listing of resources offered by BYU for promoting intercultural awareness and understanding, send for BYU's publications list.

30. *Intercultural Ready Reference* (1981)

    Over 1,200 correlated elements of potential "successful" intercultural interactions, illustrated with hundreds of country-specific examples. Indices are arranged by alpha-sort, country-specific and topic-specific. Extended resource lists, significant quotes, 25 models, intercultural grammar concepts and other people-to-people interaction aids are included. Available from BYU.

31. *Intercultural Sourcebook,* edited by David S. Hoopes and Paul Ventura (1979)

    This volume is part of the SIETAR Project to Study the State of Intercultural Education Training and Research. It provides training materials, as well as insights into the nature of the training process and how learning materials may be created and used most effectively. Available for $7.50 from Intercultural Press, Inc.

32. *Kinesics and Cross-Cultural Understanding* by Genelle G. Morain (1978)

    A lively examination of the roles of posture, movement, facial expression, eye contact, gestures and proxemics in cross-cultural interaction. Appendix includes exercises for sensitizing students to aspects of non-verbal communication. Available for $3.25 from the Center for Applied Linguistics (CAL). CAL also offers other publications relating to the teaching of cross-cultural awareness and understanding; for complete ordering information and publications list, contact CAL.

33. *Learning Across Cultures: Intercultural Communication and International Educational Exchange,* edited by Gary Althen (1981)

    Brings together ideas in the field of intercultural communication that have value in the day-to-day work of people involved in international educational exchange. From a project funded by the International Communication Agency (ICA) (through NAFSA's Cooperative Projects Program) with additional help from the Johnson Foundation. Single copies available for $1 for postage and handling from NAFSA.

34. *Multicultural Education: A Cross-Cultural Training Approach,* edited by Margaret D. Pusch (1981)

    This is a manual designed primarily for use by faculty in teacher education programs although it will be of interest to a wider audience because it touches on a number of central educational concerns. The specific intent, however, is to provide education faculty with a useful resource for building multicultural education training into the teacher education curriculum. It is further intended to be both practical, something that is usable in the classroom, and broad enough in scope to escape being a book of mere technique. Available for $12.95 from Intercultural Press, Inc.

35. *Multicultural Education: Educating for World Citizenship*, Trends in Social Education 24, no. 1 by Ross E. Lamar (1977)

This article points out that because mass communication and transportaton are bringing the world and all cultural groups into the personal experience of students, teachers must avoid misperceptions and stereotypes when teaching students of diverse cultural backgrounds about other cultures. Available through ERIC. ERIC also offers reprints of other articles and materials explaining the need for introducing a global perspective to U.S. elementary and secondary classrooms. For ordering and price information, contact ERIC.

36. *Multicultural Teacher Education Series* (1980)

Volume I: *Preparing Educators to Provide Educational Equity* ($6.50); Volume II: *Case Studies of Thirteen Programs* ($8.50); Volume III: *An Annotated Bibliography of Selected Resources* ($6.50); Volume IV: *Guidelines for Implementation* ($3.50). Available for prices indicated from the American Association of Colleges for Teacher Education (AACTE). (Orders under $25 myst be prepaid.) AACTE also offers other publications on various aspects of teacher education; for a publications list and information on subscriptions to the AACTE Publications Service, contact AACTE.

37. *Myself and Others* by Alexis Aquino-Mackles, David C. King and Margaret S. Branson (1979)

For the elementary grades. Students progress from thinking about themselves in the context of their immediate surroundings to thinking about themselves in the context of the world. Themes treated include interconnections between people, human commonalities and differences, systems, cooperation and communication. Twenty-five lesson plans contain over 125 skill-building activities. Available for $5 from GPE.

38. *NABE Journal*

The National Association for Blingual Education (NABE) publishes articles of general professional significance to bilingual education. Articles focus on such areas as instructional methods and techniques, language planning, psychology and sociology of bilingualism, second language learning, definition and scope of bilingual education, significance and applications of research on bilingualism, relevant research in such related fields as linguistics, anthropology, ethnic studies, psychology, sociology, education or language arts. The *Journal*, which is published three times a year, is available through membership in NABE only; back issues available for $4 each. For further information, contact NABE.

39. *NAFSA Newsletter*

Eight issues per year. The *Newsletter* contains current information about developments in foreign student advising, teaching English as a second language, community programs, admissions policies, governmental actions and other publications in the field. An interesting reflection of the latest developments in international educational interchange. (Limited back copies available for $1 per copy.) Subscriptions available for $7.50 per year from NAFSA.

40. *NAFSA Policy Statement on International Education Exchange* (1980)

Statement of NAFSA's commitment to achieving fuller recognition of the importance of international educational interchange. Single copies available free of charge from NAFSA.

41. *Program Model Sheets*

A general description of model programs funded by the Cooperative Projects Program and the former NAFSA/Agency for International Development (AID) Liaison Committee. Suggestions for replicating these programs. Single copies are available for $1 for postage and handling from NAFSA.

42. *Social Studies School Service — 1981/82 Catalogs*

The Social Studies School Service (SSSS) offers various resources for teaching global awareness to elementary and secondary classes, including multimedia kits, paperbacks and hardbacks, sound filmstrips, duplicating masters, games, simulations and other printed and visual materials. The 1981 and 1982 catalogs, which include complete listings of teaching resources according to subject, are available free of charge from SSSS.

43. *Teaching Culture: Strategies and Techniques* by Robert C. Lafayette (1978)

Describes the cultural goals possible for the foreign language teacher, then focuses on basic techniques: the culture capsule, the audio-motor unit, the culture assimilator, the cultural minidrama and learning activity packages. Available for $3.25 from CAL.

44. *Teaching Global Awareness: An Approach for Grades 1-6* by Junelle Barrett (1981)

This unit introduces global concepts using strategies designed especially for grades 1-6. The unit stresses human commonalities and differences as they relate to needs, values, perceptions and lifestyles. Available for $14.95 ($19.95 with slides) from CTIR. CTIR also offers other units for teaching global awareness in elemen-

tary and secondary schools; for a complete listing of teaching units, send for CTIR's publications list.

45. *Where in the world am I?* by Larry Wendinger (1978)

    Although this workbook was created for participants in AFS American Abroad Programs to enrich and deepen understanding of their intercultural experiences, some of the exercises described may serve as models for K-12 teachers in situations involving other foreign students as well. Available from AFS International/Intercultural Programs.

B. Current World Issues

1. International Relations

a. *Acts of Nature, Acts of Man: The Global Response to Natural Disasters,* from the UNA-USA Policy Panel Reports (Panel chairman: Orville L. Freeman) (1977)

Examines the international disaster relief system, its potential and its short-comings. Recommends measures the UN, U.S. government and nongovernmental agencies can take to improve relief operations. Available for $3 from the United Nations Association of the U.S.A. (UNA-USA). UNA-USA also offers other materials for teaching about various current international relations issues; for further ordering information and a publications list, contact UNA-USA.

b. *Conflict Activity Cards* by Margo Levy and George G. Otero (1980)

For grades 6-12. Fifty-five activity cards teach students how to identify, define, analyze and resolve conflict. Available for $8.95 from the Center for Teaching International Relations (CTIR); a complete publications list is also available.

c. *Global Concerns, Our Concerns* (1981)

The School of International Affairs at Columbia University has developed this unique radio series to provide listeners with tools for understanding world events. The programs define basic issues facing the United States now and examine the changing relationship of the United States to the rest of the world. The series focuses on general themes and trends in global affairs in order to give the audience an understanding of the dynamics underlying international events. The broadcast tapes are available on loan for a period of 12 weeks ($15 handling fee for rental of tapes) or for permanent deposit at broadcasting resource centers ($20 for purchase of a set of ten cassettes). For ordering information, contact the School of International Affairs, Columbia University.

d. *Human Rights: International Human Rights and U.S. Policy, A Unit for High School and Community College Classes,* edited by Helen Garvey (1979)

Offers curriculum units outlining how to teach about contending viewpoints of U.S. Human Rights Policy, an analysis of five frequent criticisms, plus resources to help teachers present the basic choices. Available for $2 from World Without War Publications. The World Without War Council also offers other publications dealing with international relations; for a complete publications list, contact World Without War Publications.

e. *The Law of the Sea Treaty: Current Choices,* edited by Kurt Carlson (1981)

An up-to-date collection of articles, resources and background information describing the current state of the Law of the Sea Treaty. Available for $2.50 from World Without War Publications.

f. *Safeguarding the Atom,* from the UNA-USA Policy Panel Reports (Panel chairman: Burke Marshall) (1972)

U.S. and Soviet papers on nuclear nonproliferation, the product of a Parallel Studies Program in the USA and Soviet Union. Contains valuable insights on disarmament issues. Available for $1 from UNA-USA.

g. *Social Studies School Service — 1981/82 Catalogs*

The Social Studies School Service (SSSS) offers various resources for teaching elementary and secondary classes about international relations issues, including multimedia kits, paperbacks and hardbacks, sound filmstrips, duplicating masters, games, simulations and other printed and visual materials. The 1981 and 1982 catalogs, which include complete listings of teaching resources according to subject, are available free of charge from SSSS.

h. *The Spread of Nuclear Weapons* by Rodney W. Jones (forthcoming, 1983)

This book analyzes the effects of nuclear proliferation on international security, including local conflicts, American and alliance interests and the superpower balance, and it examines the implications for policy. Regional analyses include the Middle East, South Asia, the Far East, South Africa and Latin America. Available from Lexington Books. Lexington Books also offers other publications dealing

with international relations issues; for ordering information and a publications list, contact Lexington Books.

i. *The Superpowers and Regional Tensions* by William E. Griffith (1982)

An in-depth analysis of domestic and international politics in East and West Europe and their interactions with American and Soviet policy, this book includes discussion of the development of Poland and its effects. Griffith suggests that both superpowers exploit regions of intense competition, whether or not they have a practical interest, and that this competition intensifies the decline of detente and the subsequent destabilization of the strategic nuclear race. Available for $18.95 from Lexington Books.

j. *Teaching About Conflict: Northern Ireland* by Jacquelyn S. Johnson (1978)

For grades 6-12. This book offers insightful content for teaching about the current conflict in Northern Ireland. Twenty activities utilize primary sources and examine the viewpoints of the two conflicting groups. Available for $14.95 from CTIR.

k. *United States Foreign Policy and Human Rights: Principles, Priorities, Practice,* from the UNA-USA Policy Panel Reports (Panel chairman: William T. Coleman, Jr.) (1979)

Recommends bilateral and multilateral means of integrating human rights considerations into international relations. Available for $3 from UNA-USA.

l. *U.S.-Soviet Relations: A Strategy for the '80s,* from the UNA-USA Policy Panel Reports (Panel chairman: Governor William W. Scranton) (1981)

Presents a comprehensive conceptual framework for Soviet-American relations and includes 70 recommendations for U.S. military, arms control, economic, human rights, diplomatic, third world and alliance policies. Includes a program and discussion guide. Available for $4 from UNA-USA.

m. *World Disarmament Kit,* edited by Robert Woito (1977)

Offers a self-survey, contending perspectives, proposals for reversing the arms race, international agreements in force and ideas for developing a peace initiatives strategy. Available for $2.50 from World Without War Publications.

n. *Worldview Posters* (1981)

The World Eagle offers these 24" × 37" wall posters, with text, charts and graphs, dealing with international relations issues. The five subjects represented are: World Military Expenditures; World Interdependence; World Energy Situation; U.S. and World Population; and Projected Energy Sources and Needs. The posters are available for $3.95 (or $5.95 for laminated posters) each from World Eagle; for further ordering information and a complete publications list, contact World Eagle.

2. The United Nations

a. *ABCs of the UN*

A 12 panel brochure co-published by the National Education Association and the United Nations Association of the U.S.A. (UNA-USA), designed for use by teachers. Contains basic facts on UN history, structure, specialized agencies and programs. Includes sections on UN definitions, information sources, UN accomplishments and misconceptions about the UN. Single copies are available for $.25 from UNA-USA. UNA-USA also offers other materials for teaching about the United Nations and its work in the international relations field; write to UNA-USA for a complete publications list.

b. *Elements of UN Reform* by Walter Hoffmann (1976)

Offers 11 specific suggestions for changes in the UN system. Available for $3 from World Without War Publications.

c. *Information Services and Embassies in the U.S. of United Nations Member States*

Lists contacts for information on member states of the UN. Available for $.50 from UNA-USA.

d. *Teaching About the United Nations* (1981)

Co-published by UNA-USA and the National Education Association. A guide on how to include a unit on the United Nations and its global activities in a curriculum. Includes educational activities, teaching aids and study questions geared toward secondary school students. Single copies available for $5 from UNA-USA.

e. *The UN and the Law of the Sea: A Race Against Chaos* (1981)

Outlines the history of UN efforts to negotiate a Law of the Sea treaty and some of the key issues involved. Single copies available for $.25 from UNA-USA.

f. *UNA-USA Model UN Survival Kit* (1981)

A compilation of materials basic to preparing for any Model UN conference, this kit includes

a *Guide to Delegate Preparation, Issues Before the 36th General Assembly of the United Nations, Basic Facts About the United Nations* and a *Charter of the United Nations.* Available for $9 from UNA-USA.

3. World Economics/Food Supply

a. *Africa Hunger Workshop Kit*

A special teaching kit on hunger problems in East Africa is available to teachers and study groups (one kit free, $2.50 each for multiple copies) from the East African Famine/Refugee Assistance Project of the American Federation of Teachers (AFT).

b. *Caught in the Crunch: The Changing International Economic Order and World Food Problems* (1979)

A brief explanation of development, interdependence and the international economic order. Outlines the changing international economic situation and UN debates and bodies dealing with resulting problems. Single copies available for $.25 from the United Nations Association of the U.S.A. (UNA-USA). UNA-USA also offers other materials on the world's economic and food situations; for a complete publications list, contact UNA-USA.

c. *Children and World Hunger,* edited by Gus and Doris Weincke (1978)

Variety of experiences on world hunger for children. Available from the Lutheran Church in America.

d. *Creative Food Experiences for Children* by Goodwin and Pollen (1980)

Collection of activities, recipes, games and facts about food and nutrition. Available for $5.95 from the Center for Science in the Public Interest.

e. *Development Education Materials*

UNICEF offers various materials to aid in teaching elementary and secondary classes about world economics and development, including games, display materials, discussion guides, development education kits and a series of papers on development education. A complete publications list and ordering information are available from UNICEF.

f. *Economic Foreign Policies of Industrial States,* edited by Wilfred L. Kohl (1977)

This consideration of international economic policy discusses the changing nature of power among countries and the relationship between economic and foreign policy and international relations. The concepts of strong national hegemony, floating markets and joint management among several countries are discussed in terms of the United States, Great Britain, France, Germany, Japan, the EEC and LDCs. Available for $22.95 from Lexington Books. Lexington Books also offers other publications dealing with the world's economic situation; for further ordering information and a publications list, contact Lexington Books.

g. *The Feeding Web: Issues in Nutritional Ecology* by Joan Gussow (1978)

Collection of articles from numerous writers demonstrating the complex connections between food and the environment, both natural and socio-political. Available at most bookstores or for $9.95 from Bull Publishing Company.

h. *Feed, Need, Greed: Food Resources and Population, A High School Curriculum* (1980)

Activity-oriented presentation of the political and economic issues surrounding food resources and population. Available for $5.50 from Science for the People.

i. *Food for Thought: A Population Simulation Kit*

Group activities for 25 to 100 people, background reading and games explore the impact of population change on people, food and land. Includes maps, charts, graphs, sample scripts and a "World Population Data Sheet." Available for $4 from the Population Reference Bureau (PRB); a complete publications list is also available.

j. *Food: Where Nutrition, Politics and Culture Meet: An Activity Guide for Teachers* by Kats and Goodwin (1976)

Describes personal involvement activities for children from elementary through high school. Available for $5.50 from the Center for Science in the Public Interest.

k. *The Global Economic Challenge,* Volume I, from UNA-USA Economic Policy Panel Reports (Panel chairman: Robert O. Anderson) (1978)

Examines international economic issues affecting U.S. relationships with both developed and developing countries. Includes proposals for trade and planning, commodity management and capital formation and flow. Available for $3 from UNA-USA.

l. *Neither Feast Nor Famine: Food Conditions to the Year 2000* by Selwyn Enzer, Richard Drobnick and Steven Alter (1978)

Examining future world food conditions from the perspective of interdependent regional decision-makers, the authors evaluate broad

strategic alternatives facing ten world regions. The book incorporates three determinants of food supply in the future: (1) historic operations of regional food systems, (2) future events which may impact regional food systems and (3) societal responses to evolving food conditions. Available for $16.95 from Lexington Books. Lexington Books also offers other publications dealing with the world's food supply situation; for further ordering information and a publications list, contact Lexington Books.

m. *Magic Beans*

An activity packet that takes children on a magical tour of the backyard gardens and fields of Brazil, Haiti and other Third World countries, where beans and other seeds are working their special spell, helping children (adults, too) trade their hunger for good food and nutrition. The accent is on action. *Magic Beans* is bursting with fun things for children to do: songs, posters and an activity guide are included. Available free of charge (limit one per class) from Church World Service (CWS). CWS also offers other activities packets for studying about the world's food supply; for further information, contact CWS.

n. *Materials Available for World Food Day Observances* (1982)

An annotated listing of sources of posters, kits, audiovisual aids and fact sheets which may be used as resources for World Food Day observances. Available free of charge from the National Committee for World Food Day.

o. *Nutrition/World Global Issue Kit*

A study of world hunger causes as well as proposed solutions. Examines UNICEF's programs to improve child nutrition and thereby the health of mothers and children. Group activities, articles and photo wallsheet (with graphs) are included. Available free of charge from UNICEF. UNICEF also offers other materials to aid in teaching elementary and secondary classes about the world food situation. For a complete publications list, contact UNICEF.

p. *Nutrition/World Hunger*

Half of the 12 million young child deaths in the developing world are caused by malnutrition or diseases which malnutrition renders fatal. A global overview of world hunger and UNICEF's related programs. Available for $3 from UNICEF.

q. *Select Bibliography on World Hunger and Development* (1979)

Includes books, kits, manuals, games, publications and organizations and films sections. Single copies available for $.25 from UNA-USA.

r. *Selected Resources on World Hunger and Responsible Living for 7-12 Grade Teachers*

Annotated listing of books on world hunger: causes and issues; agriculture and energy; economics and justice; and responsible living. Also included are listings of curriculum guides and kits and filmstrips dealing with the world's food supply. Available from Global Learning, Inc.'s Hunger Program.

s. *Social Studies School Service — 1981/82 Catalogs*

The Social Studies School Service (SSSS) offers various resources for teaching elementary and secondary classes about the world's economic and food situations, including multimedia kits, paperbacks and hardbacks, sound filmstrips, duplicating masters, games, simulations and other printed and visual materials. Resources are divided into such subject categories as World Hunger, Third World Development, Food and Population and Global Economics. The 1981 and 1982 catalogs are available free of charge from SSSS.

t. *TAICH Country Report Series* (1982)

This is a series of periodically revised reports which describe by country the development assistance activities of the U.S. non-profit sector. Additional and new information on the programs of the organizations appearing in this report is gathered regularly and is available from the Technical Assistance Information Clearing House (TAICH). Besides country reports, TAICH publishes directories, bibliographies, a quarterly newsletter and a series of category reports in which descriptions of assistance programs are compiled by functions of development assistance. For further information and a publications list, contact TAICH.

u. *Teaching About Food and Hunger* by George G. Otero and Gary R. Smith (1978)

For grades 6-12. For many of us, our first introduction to global awareness was a parental mandate to clean our plates in remembrance of hungrier, less fortunate people. Thirty-three activities cover topics from personal nutrition to world hunger. Available for $9.95 from the Center for Teaching International Relations (CTIR); a complete publications list is also available.

v. *Teaching About the Consumer and the Global Marketplace* by Bruce Koranski, et al (1981)

For grades 4-12. From peanuts to petroleum, the goods and services we consume are reflec-

tions of personal values and global events. Thirty-one activities provide an introduction to the link between personal and global economics. Available for $14.95 from CTIR.

w. *Thinking Globally, Acting Locally — About Population, Food, and Energy*

An interdisciplinary unit for 7th grade. Available for $6 from Aurora Public Schools.

x. *Toward A Better World* (1981)

Toward A Better World, produced by the World Bank, explains how economic development is changing the lives and prospects of people in developing countries. It explains why the world is becoming more interdependent; introduces students to economic concepts and data; has case studies of development projects; is supplementary material for courses in world history, world geography, global studies and current issues; and contains complete teaching guides that suggest a variety of classroom activities. For ordering information, write to International Learning Systems, Inc.

y. *When I Was Hungry: A Course for High School Students*

The student text focuses on hunger as an issue of social justice. It identifies poverty as a basic cause of hunger and shows ways of creating a more just world. It is designed for a semester but can be adapted for shorter periods. The course is best suited for juniors and seniors ($3). The teacher's manual contains a copy of the student text, lesson plans for each chapter, a copy of *Bread for the World* by Arthur Simon and background papers and other resources from Bread for the World Educational Fund ($6). The action packet contains suggestions for organizing hunger awareness and response activities, guidelines for forming student Bread for the World groups, audiovisual suggestions and a play ($2). Available for the prices indicated from Bread for the World Educational Fund. Other resources for studying about world hunger are also available; for further information and a complete publications list, contact Bread for the World Educational Fund.

z. *World Hunger: Activities for Children K-6* (1982)

A listing of activities designed to introduce to children in a non-threatening way the idea of other children's hunger and how sharing may help; also, activities designed to make children aware that there are many equally good, but very different ways of eating, and that people everywhere eat what they can grow, or catch or buy — as long as their culture defines it as "food." Each activity is supplemented by a list of resources to aid in its implementation. Available free of charge from the National Committee for World Food Day.

aa. *World Hunger Crisis Kit,* edited by Robert Woito (1975)

Offers opposing perspectives on the causes of world hunger and alternative proposals for ending desperate poverty. Available for $1.50 from World Without War Publications. The World Without War Council also offers other publications dealing with the world's economic/food supply situations. For a complete publications list, contact World Without War Publications.

bb. *Worldwide Chamber of Commerce Directory*

A directory which includes a listing of foreign Chamber of Commerce offices in the United States. Available in the reference section of most public libraries, or for $14 (plus postage and handling) from the Johnson Publishing Company.

4. World Energy/The Environment

a. *Energy and Population*

One in a series of four-page Executive Summary briefing papers, with charts and tables. Available for $1 postage and handling from the Population Reference Bureau (PRB); a complete publications list is also available.

b. *Energy Development in Canada: The Political, Economic, and Continental Dimensions* (1981)

Proceedings of the Canada/U.S. International Energy Development Conference held in Salt Lake City, Utah in the spring of 1981. This book covers implications of Canada's new energy policies and places it within the context of the nation's current constitutional and federalist dilemmas. Available from Brigham Young University (BYU); for a complete publications list, contact BYU.

c. *Energy Education,* Intercom #98 by David C. King and others (1980)

Global and local implications of energy situations are examined as part of an emerging educational agenda. Includes thought-provoking case studies, articles, learning activities and a list of resources. Available for $2.50 from Global Perspectives in Education (GPE). GPE also offers other publications to aid in teaching about the world's energy and environmental situations; for a complete publications list, contact GPE.

d. *Energy for Developed and Developing Countries,* edited by Behram Kursunoglu, Arnold

Perlmutter, Andrew Millunzi, Jean Couture and Linda Scott (1982)

In order to deal constructively with the problems of energy production and use, it is necessary to consider not only the complex scientific and technological questions, but also the economic, environmental and social issues facing all nations. Distinguished contributors from the International Science Forum on Energy analyze these issues and their effects on future policies. Available from Lexington Books. Lexington Books also offers other publications dealing with the world's energy situation; for ordering information and a publications list, contact Lexington Books.

e. *Energy Graphics* (1982)

Graphs, charts, tables, maps on U.S. and world production, consumption and reserves; current figures, plus projections on oil, coal, natural gas, hydro, nuclear, others; each 8½" x 11" page can serve as a transparency master; contains a summary-in-brief of new and renewable technology and a glossary. Available for $[illegible] plus $1.50 for shipping by UPS from World Eagle; for a complete publications list, contact World Eagle.

f. *Environmental Developments in the World's Major Geographic Regions* (1981/82)

For more than six years World Environment Report has covered environmental events worldwide. These reports synthesize this information on a regional basis. The reports are as follows: Environment: Latin America; Environment: Africa/Middle East; Environment: Europe; and Environment: Asia/Oceania. Available for $10 each from the United Nations Association of the U.S.A. (UNA-USA). UNA-USA also offers other materials to aid in teaching about the world's environment; for a complete publications list, contact UNA-USA.

g. *Free Classroom Materials on Energy,* Social Education 43, no. 6 (1979)

This article describes 15 instructional packets developed by the National Science Teachers Association to present a wide range of activities encouraging elementary and secondary students' participation while introducing basic energy concepts. Title, grade level, annotations for each packet and ordering information are included. Available through ERIC. ERIC also offers reprints of other materials to aid in teaching about the world energy situation; contact ERIC for ordering and price information.

h. *Guide to Energy Specialists* (1979)

A directory listing the names, addresses, telephone numbers and professional profiles for 1,000 specialists in more than 30 energy technologies. Available from UNA-USA ($40 for government agencies, business and industry; $25 for United Nations and non-profit organizations).

i. *The Impact of Immigration on U.S. Natural Resources*

One in a series of four-page Executive Summary briefing papers, with charts and tables. Available for $1 postage and handling from the PRB.

j. *Safe Water*

With the 1980s declared the UN Water Decade, UNICEF is increasing its efforts to help provide safe drinking water and sanitation in the developing world, where currently over one billion people have no clean water supply. Available for $3 (with filmstrip, an additional $2) from UNICEF. UNICEF also offers other materials to aid in teaching about the world's environment; for a complete publications list, contact UNICEF.

k. *Safe Water Global Issue Kit*

Details the crisis of unsafe water, its effects on health and nutrition of the world's children and how UNICEF's safe water and sanitation projects help. Includes photo wallsheet and information on the UN Water Decade. Available free of charge from UNICEF.

l. *Shaping the Environment,* Intercom #83 by David C. King and Cathryn J. Long (1976)

Students learn to assess the many possible ecological consequences of their actions, both locally and globally. Includes ideas for a student-created environmental magazine. Available for $1.75 from GPE.

m. *Teaching Energy Awareness* by Gary R. Smith (1979)

For grades 6-12. The 33 activities in this unit range from teaching students how to make a solar hot dog cooker to how to plot resource depletion curves. Available for $12.95 from the Center for Teaching International Relations (CTIR). For further ordering information and a complete publications list, contact CTIR.

n. *Thinking Globally, Acting Locally — About Population, Food, and Energy*

An interdisciplinary unit for 7th grade. Available for $6 from Aurora Public Schools.

o. *World Energy Survey* (1981)

Depicts the current patterns of energy utilization, sources and alternative possibilities. Available for $5 from World Without War Publications.

p. *Worldview Posters* (1981)

The World Eagle offers these 24" × 37" wall posters, with text, charts and graphs, dealing with world energy and environmental issues. The five subjects represented are: World Energy Situation; Projected Energy Sources and Needs; World Military Expenditures; U.S. and World Population; and World Interdependence. The posters are available for $3.95 (or $5.95 for laminated posters) each from World Eagle; for further ordering information and a complete publications list, contact World Eagle.

5. World Population

a. *Basic Facts About UNICEF*

A listing of UNICEF program commitments, countries assisted and revenue data, including children's needs and UNICEF's actions in the past year. Available free of charge from UNICEF. UNICEF also offers other materials for teaching about the world's children; for ordering information and a complete publications list, contact UNICEF.

b. *Children are the Future* (1979)

Includes facts, figures and discussion of the rights and special needs of children throughout the world and of the UN's response. Single copies available for $.25 from the United Nations Association of the U.S.A. (UNA-USA). UNA-USA also offers other materials for teaching about the world's children; for ordering information and a complete publications list, contact UNA-USA.

c. *Children in the World* (1979)

Graphically illustrated 71 page chartbook on the demographic, health, housing, education and employment status of the world's children as of 1979 International Year of the Child. Available for $3 from the Population Reference Bureau (PRB). PRB also offers other materials for teaching about the world's children; for ordering information and a complete publications list, contact PRB.

d. *Executive Summaries*

A wide range of current population developments and their policy implications for the United States are succinctly outlined in this series of four-page Executive Summary briefing papers, with charts and tables. Available for $1 postage and handling from PRB. PRB also offers other resources for teaching elementary and secondary classes about world population; for ordering information and a complete publications list, write to PRB.

e. *Focus*, vol. 30, no. 5 (1980)

Devoted to population — what influences birth rates, how people are migrating, an aging world, resources and population, looking into the future. For further information, contact *Focus*, the American Geographical Society.

f. *Food for Thought: A Population Simulation Kit*

Group activities for 25 to 100 people, background reading and games explore the impact of population change on people, food and land. Includes maps, charts, graphs, sample scripts and a "World Population Data Sheet." Available for $4 from PRB.

g. *Pop Ed*

Packet of population education materials for young children which consists of 20 teaching activities covering about 25 population concepts, such as exponential growth or immigration. Included are "masters" for reproducing copies for students, a short paperback book and a cassette recording. Available for $10 from Zero Population Growth (ZPG). ZPG is planning further educational materials for junior and senior high school levels based on many of the population, environmental and resource projections detailed in the *Global 2000 Report*. For further information, contact ZPG.

h. *PopEd News*, vol. 2, no. 1 (1981)

Includes a useful resource list of population education materials for pre-college levels. In general, this newsletter is a good source of information, reviews and materials. For further information, contact the Population Education Program, Planned Parenthood Federation of America.

i. *Population* by Robert J. Lowenherz

A clearly and simply stated, but comprehensive explanation of the characteristics of population change and why rapid growth presents a variety of social, environmental and individual problems. Written for young (grades 4-7) or slow readers, the text is profusely illustrated with photographs and drawings. Available for $7.95 from Creative Educational Press, Inc.

j. *Population: A Study/Action Guide* (1979)

Co-published by UNA-USA and the Population Institute. Population facts and fallacies with resource and action guide. Sections on UN Fund for Population Activities, U.S. assistance to population programs and how population is affected by hunger, inflation, environment, migration and other problems. Single copies available for $.50 from UNA-USA; for a complete publications list, contact UNA-USA.

k. *Population Data Sheets*

PRB's famous two and three color "Population Data Sheets" provide a wide variety of the latest population-related statistics in a handy readable wall chart format, 18½" × 24". Data sheets in this series are: 1981 World Population Data Sheet; The United States Population Data Sheet; The Maryland Population Data Sheet; World's Women Data Sheet; and 1980 World's Children Data Sheet. Available for $1 each from PRB.

l. *Population Education Activities for the Classroom*

A selection including a wide variety of problems related to population, for elementary to senior high school level. Available from ERIC/Center for Science, Mathematics and Environmental Education, The Ohio State University.

m. *Population Education: Sources and Resources*

A comprehensive annotated listing of population education materials that includes population readings for students and teachers, materials from helpful organizations, charts, posters, audiovisual aids and low-cost film libraries. Available for $1 from PRB.

n. *Population Profiles* and the *Population Policy Compendium*

The United Nations Fund for Population Activities (UNFPA) publishes a series of *Population Profiles* with an emphasis on family planning and the particular problems encountered in each country. The *Population Policy Compendium* presents, in loose-leaf form, a chart and written summary of basic data and major governmental population policies. UNFPA also publishes the finely illustrated magazine *Populi* and a newsletter *Population*. For further information, contact UNFPA.

o. *Population Profiles, Second Series*

Provides an information-packed, eight page profile of each country which includes a brief history, maps and charts, description of current population and trends, government population policy, reading references. For further information, contact the Center for Information on America.

p. *Social Studies School Service — 1981/82 Catalogs*

The Social Studies School Service (SSSS) offers various resources for teaching elementary and secondary classes about world population, including multimedia kits, paperbacks and hardbacks, sound filmstrips, duplicating masters, games, simulations and other printed and visual materials. Resources are divided into such subject categories as Immigration and Food and Population. The 1981 and 1982 catalogs are available free of charge from SSSS.

q. *Teacher's Kits*

For elementary/junior high school level. Teaching about the rights of the child. Suggests ways to make this concept come alive by relating human rights to the child's own experience and sense of justice. With poster, wallsheet, bibliographies, text of Declaration of the Rights of the Child. Available for $2 from UNICEF.

r. *Teaching About Population Growth* by George G. Otero (1977)

For grades 6–12. Since the needs and perceptions of societies vary, this volume explores population growth and the related problems of population density and distribution. Available for $8.95 from the Center for Teaching International Relations (CTIR); for a complete publications list, contact CTIR.

s. *Teaching About Population Issues* by George G. Otero (1977)

For grades 6–12. Twenty activities consider not only the numbers of people but the issues of childbearing, crowding, population management and migration and immigration. Available for $8.95 from CTIR.

t. *Thinking Globally, Acting Locally — About Population, Food, and Energy*

An interdisciplinary unit for 7th grade. Available for $6 from Aurora Public Schools.

u. *UNICEF and Childhood Disability*

Illustrated folder includes facts on disability, information on the magnitude of the problem and UNICEF's response. Available free of charge from UNICEF.

v. *World Population — the Present and Future Crisis*, Headline Series #251 by Phyllis T. Piotrow

Delineates the rapid population increase in low-income countries, especially among the young and the migration to the cities. Discusses the effectiveness of government family planning programs and improvement in the status of women among economic and social factors that help reduce family size. Concludes with discussions and reading references. For further information, contact the Foreign Policy Association (FPA).

w. *Worldview Posters* (1981)

The World Eagle offers these 24" × 37" wall posters, with text, charts and graphs, dealing with world population issues. The five subjects represented are: U.S. and World Population; World Interdependence; World Energy Situation; Projected Energy Sources and Needs; and World Military Expenditures. The posters are available for $3.95 (or $5.95 for laminated posters) each from World Eagle; for further ordering information and a complete publications list, contact World Eagle.

C. Ethnic Studies

1. *Bibliography of Ethnic Heritage Studies Program Materials* by Greta Kotler, Violetta Kuncaitis and Elinor Hart (1976)

   The Ethnic Heritage Studies program, designed to "afford students opportunities to perceive their own heritage and to study the contributions of the cultural heritage of other ethnic groups," resulted in the creation of new educational materials and models. These materials are documented in this volume and indexed by state, audience, ethnic group and subject. For ordering information, contact the National Center for Urban Ethnic Affairs or the National Education Association (NEA).

2. *Manual for Multi-Cultural and Ethnic Studies* by Henry Ferguson (1977)

   A discussion of the philosophical and educational foundations of cultural learning is followed by a how-to guide for faculty training, curriculum development and program evaluation. Includes 37 lessons for classroom use and practical instructions for developing and publishing one's own teaching materials. Presently in use in hundreds of teacher training institutions and school districts around the country. Available for $49 from Intercultural Press, Inc.

3. *Multiethnic Education: Theory and Practice* by James A. Banks

   This text discusses the historical development of the multiethnic/multicultural education movements; philosophical and conceptual issues involved in designing and implementing solid programs; the nature of ethnic studies; learning styles, behavioral characteristics and needs of ethnic students; continuing issues in the field; and a rationale for ethnic pluralism plus 23 guidelines for use in the classroom. Also available: *Teaching Strategies for Ethnic Studies* by James A. Banks. For further information, contact Allyn and Bacon, Inc.

4. *Social Studies School Service — 1981/82 Catalogs*

   The Social Studies School Service (SSSS) offers various resources for teaching ethnic studies to elementary and secondary classes, including multimedia kits, paperbacks and hardbacks, sound filmstrips, duplicating masters, games, simulations and other printed and visual materials. Resources are divided into such subject categories as Ethnic Studies, American Indian Studies, Hispanic Studies, Chicano Studies, Black Studies and Immigration. The 1981 and 1982 catalogs are available free of charge from SSSS.

5. *Teaching About Ethnic Conflict* by Steven L. Lamy (1978)

   For grades 9–12. Fifteen activities increase students' understanding of the complexities of ethnic identity and ethnic conflict in local and global contexts. Available for $9.95 from the Center for Teaching International Relations (CTIR); for a complete publications list, contact CTIR.

6. *Teaching About Ethnic Heritage* by George G. Otero and Gary R. Smith (1977)

   For grades K–12. Twenty activities help students in linking their ethnicity, identity and heritage. For those students who wish to trace their origins, there is a section with specific instructions on how to begin. Available for $7.95 from CTIR.

D. Cultural Studies: By Subject

1. General

a. *Social Studies School Service — 1981/82 Catalogs*

The Social Studies School Service (SSSS) offers various resources for teaching elementary and secondary classes about cross-cultural subjects, including multimedia kits, paperbacks and hardbacks, sound filmstrips, duplicating masters, games, simulations and other printed and visual materials. Resources are divided into such subject categories as Women in World Cultures; Man: A Cross-Cultural Approach; Cross-Cultural Studies; Cultural Anthropology; Cultural Geography; World Religions; World Ideologies; and Political Ideologies. The 1981 and 1982 catalogs are available free of charge from SSSS.

b. *Transcultural Study Guide* (1981)

Although written as a preparatory handbook for U.S. students going abroad, Volunteers in Asia's (VIA) *Transcultural Study Guide*

presents a set of questions on various cross-cultural topics which may be used as a guide or tool to use in understanding other cultures and peoples in any classroom situation. Subjects explored include: social structure; politics; economics; roles of women and men; religion and beliefs; music and art; food; education; communications; health and welfare; and development. Available for $3 from VIA.

2. Aging and Death

a. *Death: A Part of Life* by George G. Otero and Zoanne Harris (1981)

For grades 4-12. In this unit, students compare burial customs of China, India and Mexico with their own. A section on Los Dias de los Muertos provides activities and slides of this Mexican celebration. Available for $19.95 from the Center for Teaching International Relations (CTIR); for ordering information and a complete publications list, contact CTIR.

b. *Global Aging Trends,* Intercom #99 by David C. King (1981)

Background readings and classroom activities explore the implications of current aging trends around the world. Compares cultural attitudes toward the elderly. Available for $2.50 from Global Perspectives in Education (GPE). For further ordering information and a publications list, contact GPE.

c. *Growing Old in America*

A kit of student readings, activities and resources on the growing population of the elderly in the United States. Available for $2 from the Population Reference Bureau (PRB). PRB also offers other materials on the elderly in the United States; for ordering information and a complete publications list, contact PRB.

d. *Mortality American Style*

One of a series of teaching modules offered by PRB. Each item is a self-contained teaching unit with special classroom activities, using up-to-date population information. Available for $1 from PRB.

e. *Teaching About Aging* by Gary R. Smith (1979)

For grades K-12. The problems and potentials of the elderly are perceived in different ways in different cultures. Activities address the process of growing old in societies such as Canada, Israel, Japan and the Soviet Union. Available for $9.95 from CTIR.

3. The Arts

a. *The Arab World: Multi-Media Units*

Designed to introduce young people (grades K-8) to the Arab world through multi-media kits containing slides, games, cassettes, posters, activities and a host of materials for teachers and students. These units are designed to enrich and enhance textbook coverage of an area increasingly important and interesting to the United States but long neglected in American schools. They are suitable for use in grades K-8, with ample references for further study. They are self-contained so that they can be used independently of each other. Units in this series include "Language, Calligraphy and Art" and "Music and Dance," available for $60 and $40, respectively, from Arab World Consultants. For ordering information and a complete description of units available, contact Arab World Consultants.

b. *Children's Art*

Information sheets available free of charge from UNICEF's Information Center on Children's Cultures. The Information Center also offers other materials for teaching about the arts in countries around the world; for ordering information and a complete publications list, contact the Information Center on Children's Cultures, c/o UNICEF.

c. *Handouts Available From GU-BESC*

Georgetown University's Bilingual Education Service Center (GU-BESC) offers information pertaining to Asian and Hispanic Studies, including materials on Vietnamese music. For further information, contact GU-BESC.

d. *Masks Around the World*

For grades K-3. A mini-unit, giving instructions and citing the materials needed. Available free of charge from UNICEF's Information Center on Children's Cultures.

e. *Sing, Children, Sing*

This series of 12-inch LP records features children's choirs and songs from their native lands. Translations into English included. Countries represented are: the Congo, the British Isles, France, Mexico, the U.S.A., Austria and Israel. Available for $6.50 each ($7.50 for cassettes) or $29.95 for all six from UNICEF; for ordering information and a publications list, contact UNICEF.

f. *Songs and Dances of the World*

Information sheets available free of charge from UNICEF's Information Center on Children's Cultures.

g. *Values and Music: U.S., China, and Japan* by Gary R. Smith (1978)

For grades K-12. Thirteen activities help students recognize that a country's music both reflects and reinforces cultural values. It is not intended to be a comprehensive treatment of either U.S. or Asian music. Available for $6.95 from the Center for Teaching International Relations (CTIR); for ordering information and a complete publications list, contact CTIR.

h. *World Views Through the Arts* by Lindy Hough and David C. King (1979)

Over 20 activities use art, dance, crafts, poetry, music and advertising to analyze such themes as living with change and the universal desire to create. Students in the middle and upper grades will practice forms of creative activity from writing poetry to inventing dances. Available for $5 from Global Perspectives in Education (GPE). For further ordering information and a publications list, contact GPE.

4. Clothing and Shelter

a. *Clothing Around the World*

For grades K-3. A mini-unit, giving instructions and citing the materials needed, available free of charge from UNICEF's Information Center on Children's Cultures. The Information Center also offers other materials for teaching about clothing around the world. For ordering information and a complete publications list, contact the Information Center on Children's Cultures, c/o UNICEF.

b. *Costume and Ethnic Heritage*

For grades 7-9. A mini-unit, giving instructions and citing the materials needed, available free of charge from UNICEF's Information Center on Children's Cultures.

c. *Shelter Around the World*

Information sheets available free of charge from UNICEF's Information Center on Children's Cultures.

5. Folklore

a. *The Arab World: Multi-Media Units*

Designed to introduce young people (grades K-8) to the Arab world through multi-media kits containing slides, games, cassettes, posters, activities and a host of materials for teachers and students. These units are designed to enrich and enhance textbook coverage of an area increasingly important and interesting to the United States but long neglected in American schools. They are suitable for use in grades K-8, with ample references for further study. They are self-contained so that they can be used independently of each other. Among units in this series is "Storytelling and Games," available for $40 from Arab World Consultants. For ordering information and a complete description of units available, contact Arab World Consultants.

b. *Bibliography: Refugee Materials Center* (1982)

The Refugee Materials Center (RMC) offers this listing of publications to assist with the education and resettlement of refugees, including several examples of legends and folktales. Audience, cost and source are listed for each publication. The bibliography is available free of charge from RMC.

c. *Culture's Storehouse: Building Humanities Skills Through Folklore,* Intercom #90/91 by Judith M. Barnet (1978)

This sampling of folklore from around the world introduces middle and upper grade students to common human themes such as ambition, trust, deceit and harmony with nature. Includes over 60 follow-up activities and discussion guides. Available for $5 from Global Perspectives in Education (GPE). For further ordering information and a publications list, contact GPE.

d. *From the Dragon's Cloud* (1979)

From the Dragon's Cloud explores the beginnings of things (the peacock's plumage for example) and possible ends for the unwary (Watch carefully for the tiger's skin!). This collection of stories, now being distributed by the Center for Applied Linguistics (CAL), is rich fantasy woven through events of daily life in Vietnam. The Vietnamese legends celebrate the ordinary, laugh at the pompous and absurd, mourn the tragic and comment gently on human foibles and folly. Available for $5 from CAL; for further information and a publications list, contact CAL.

e. *Handouts Available from GU-BESC*

Georgetown University's Bilingual Education Service Center (GU-BESC) offers information pertaining to Asian and Hispanic Studies, including collections of Puerto Rican and Vietnamese literature. For further information, contact GU-BESC.

f. *Laughing Together*

For grades 4-12. Ninety-six pages of jokes from all quarters of the globe, often in their

original language as well as English. Available for $4.50 from UNICEF. For ordering information and a complete publications list, contact UNICEF.

g. *Sources of Children's Books from Other Countries*

A bibliography available free of charge from UNICEF's Information Center on Children's Cultures. For ordering information and a complete publications list, contact the Information Center, c/o UNICEF.

h. *Story-Craft Series*

For grades K-12. A collection of folktales and crafts from Poland, China and Sweden. Each set contains two volumes, one telling a traditional tale and the other offering instructions on crafts, plays or puppet shows. Available from UNICEF. UNICEF also offers folktales from other countries around the world; for a complete publications list, contact UNICEF.

i. *The Terrible Nung Gwana*

For grades K-3. A traditional Chinese folktale, adapted and illustrated by Ed Young, about a fierce monster who is outwitted by a young girl. Available from UNICEF.

j. *Why Cats and Dogs Don't Get Along*

Based on a Korean folktale, this story is an imaginative and entertaining explanation for the discord between dogs and cats. Available from the Asian-American Bilingual Center. The Asian-American Bilingual Center also offers other bilingual storybooks, in English and various Asian languages; for ordering information and a publications list, contact the Asian-American Bilingual Center.

6. Food and Cookbooks

a. *The Arab World: Multi-Media Units*

Designed to introduce young people (grades K-8) to the Arab world through multi-media kits containing slides, games, cassettes, posters, activities and a host of materials for teachers and students. These units are designed to enrich and enhance textbook coverage of an area increasingly important and interesting to the United States but long neglected in American schools. They are suitable for use in grades K-8, with ample references for further study. They are self-contained so that they can be used independently of each other. Among units in this series is "Food, Farming and Ecology," available for $80 from Arab World Consultants. For ordering information and a complete description of units available, contact Arab World Consultants.

b. *Food and Cookbooks*

Available free of charge from UNICEF's Information Center on Children's Cultures. For ordering information and a complete publications list, contact the Information Center, c/o UNICEF.

c. *Many Friends Cooking*

For grades 3-12. Forty new delicious, easy-to-prepare recipes from 33 countries illustrated with full-color drawings. Also gives information on herbs and spices, how to use chopsticks, etc. Available for $6 from UNICEF.

d. *Lingo*

For grades K-12. A trilingual game played like Bingo. Using basic foods, the game may be played with pictures only or in English, French and Spanish by older children. Pronunciations given. Available for $3.50 from UNICEF.

7. Games and Toys

a. *The Arab World: Multi-Media Units*

Designed to introduce young people (grades K-8) to the Arab world through multi-media kits containing slides, games, cassettes, posters, activities and a host of materials for teachers and students. These units are designed to enrich and enhance textbook coverage of an area increasingly important and interesting to the United States but long neglected in American schools. They are suitable for use in grades K-8, with ample references for further study. They are self-contained so that they can be used independently of each other. Among units in this series is "Storytelling and Games," available for $40 from Arab World Consultants. For ordering information and a complete description of units available, contact Arab World Consultants.

b. *Games from Around the World*

Information sheets available free of charge from UNICEF's Information Center on Children's Cultures. The Information Center also offers other materials for teaching about toys and games from countries around the world. For ordering information and a complete publications list, contact the Information Center on Children's Cultures, c/o UNICEF.

c. *Kites*

This book gives a multicultural history of kites, tells how they fly and shows how to make a kite. Available from the Asian-American Bilingual Center; for ordering information and a complete publications list, contact the Asian-American Bilingual Center.

d. *Let's Play*

For grades 4-6. A mini-unit, giving instructions and citing the materials needed, available free of charge from UNICEF's Information Center on Children's Cultures.

e. *Swedish Toys*

For grades K-12. Toys, dolls and gifts that children can make themselves, this is the companion volume to a book of Swedish folktales. Available for $12 from UNICEF. For ordering information and a complete publications list, contact UNICEF.

f. *Work and Leisure* by George G. Otero (1975)

For grades 7-12. This unit gives students an opportunity to explore some of the possible uses of time available to them and learn how to make a balance between their own work and leisure. Available for $7.95 from the Center for Teaching International Relations (CTIR); for ordering information and a complete publications list, contact CTIR.

8. Holidays and Festivals

a. *Bibliography: Refugee Materials Center* (1982)

The Refugee Materials Center (RMC) offers this listing of publications to assist with the education and resettlement of refugees, including materials on holidays and festivals. Audience, cost and source are listed for each publication. The bibliography is available free of charge from RMC.

b. *Christmas Around the World*

Information sheets available free of charge from UNICEF's Information Center on Children's Cultures. The Information Center also offers other materials for teaching about holidays and festivals celebrated around the world. For ordering information and a complete publications list, contact the Information Center on Children's Cultures, c/o UNICEF.

c. *Festival Figures*

For grades K-12. Sets of 14 inch cardboard figures in full-color festival attire of their cultures. Information is given on clothing depicted and festivals celebrated. Figures can be free-standing or attached to bulletin boards. World areas represented are Asia, North America, Latin America, Mediterranean Lands, International and Africa. Available for $3 each from UNICEF; for ordering information and a complete publications list, contact UNICEF.

d. *Handouts Available From GU-BESC*

Georgetown University's Bilingual Education Service Center (GU-BESC) offers information pertaining to Asian and Hispanic Studies, including items on holidays and festivals in Vietnam and Puerto Rico. For further information, contact GU-BESC.

e. *Holidays and Festivals*

Information sheets available free of charge from UNICEF's Information Center on Children's Cultures.

f. *New Year Around the World*

For grades 4-6. A mini-unit, giving instructions and citing the materials needed, available free of charge from UNICEF's Information Center on Children's Cultures.

9. Law and Order

a. *Police* by Steve L. Lamy and George G. Otero (1975)

For grades 6-12. The unit compares and contrasts police systems in different societies. Students begin to discover what police systems are, what they are not and what they can be. Available for $6.95 from the Center for Teaching International Relations (CTIR); for ordering information and a complete publications list, contact CTIR.

b. *Teaching Global Law,* Update on Law-Related Education 4, no. 3 by Margaret Stimmann Branson (1980)

Five case studies for elementary school students which focus on modes of redress (ways in which wrongs are righted) are presented. The studies, all of which take place in foreign countries, stress the universality of law. Suggestions for using the case studies are included. Available through ERIC; for ordering and price information, contact ERIC.

10. Religion

a. *Handouts Available From GU-BESC*

Georgetown University's Bilingual Education Service Center (GU-BESC) offers information pertaining to Asian and Hispanic Studies, including materials on Vietnamese religion. For further information, contact GU-BESC.

b. *Pilgrimage to Perfection: A Buddhist View of Society, Economics, and Politics*

An address given by W. S. Karunaratne, Ambassador of Sri Lanka to the United States, to

Brigham Young University (BYU), October 19, 1978. For ordering information and a complete publications list, contact BYU.

c. *Religion in Human Culture*

Religion in Human Culture is a six part series of print and audiovisual materials for use in teaching about religions in the social studies. Religious Expression, the introductory unit, develops and illustrates a model that emphasizes concepts, skills and attitudes necessary for learning about religions. The model may then be applied to the study of any religious tradition. Five traditions are currently available: Buddhist, Christian, Hindu, Islamic and Jewish. Available from the World Religions Curriculum Development Center; for ordering information, contact the Center.

d. *Religious and Social Meaning of Names*

Available free of charge from UNICEF's Information Center on Children's Cultures. The Information Center also offers other materials for teaching about the world's religions. For ordering information and a complete publications list, contact the Information Center on Children's Cultures, c/o UNICEF.

e. *Snakes and Ladders*

A game for teaching comparative religious and moral values. Available free of charge from UNICEF's Information Center on Children's Cultures.

11. Roles of Women and Men

a. *A Comparative View of the Roles of Women and Men* by Jacquelyn Johnson and Barbara Miller (1981)

For grades 6-12. In this unit, students consider the following questions: What are the roles of women and men today? What changes could these roles bring to students' personal lives, the community, nations and the global society? Available for $9.95 from the Center for Teaching International Relations (CTIR); for ordering information and a complete publications list, contact CTIR.

b. *The Family in Stories and Pictures*

For grades K-3. A mini-unit, giving instructions and citing the materials needed, available free of charge from UNICEF's Information Center on Children's Cultures. For ordering information and a complete publications list, contact the Information Center, c/o UNICEF.

c. *U.S Women in Midlife: Ages 45 to 65*

One in a series of Executive Summaries produced by the Population Reference Bureau (PRB). A wide range of current population developments and their policy implications for the United States are succinctly outlined in this series of four page Executive Summary briefing papers, with charts and tables. Available for $1 postage and handling from PRB; for ordering information and a complete publications list, contact PRB.

d. *Women and Men: Changing Roles in a Changing World,* Intercom #81 by Andrea Karls, with an introduction by Jayne Millar Wood (1976)

Explores trends and tensions associated with changing roles in many parts of the world. Includes activities to help students examine the sources of our role expectations. Available for $1.75 from Global Perspectives in Education (GPE). For further ordering information and a publications list, contact GPE.

e. *World's Women Data Sheet* (1980)

Issued to mark the midway point of the 1975-1985 United Nations Decade for Women. PRB's famous two and three color "Population Data Sheets" provide a wide variety of the latest population-related statistics in a handy, readable wall chart format, 18½" × 24". Available for $1 from PRB; for ordering information and a complete publications list, contact PRB.

E. Cultural Studies: By Country/Area

1. General

a. *Culturgram Series* (1980/81)

Four page pamphlets that teach about the customs, manners and lifestyles found within 75 different cultures. 1-10 Culturgrams available for $.25 each; 11 or more copies available for $.15 each from Brigham Young University (BYU). The entire set of 75 Culturgrams may be ordered for $11.25 plus $2.50 postage. For further information and a listing of countries represented in the *Culturgram Series,* contact BYU.

b. *Diplomatic List* (1982)

The U.S. government's official listing of foreign embassies and consulates in the United States, with addresses and phone numbers for each. Available for $3.50 from the U.S. Government Printing Office.

c. *Social Studies School Service — 1981/82 Catalogs*

The Social Studies School Service (SSSS) offers various resources for teaching elementary and secondary classes about different world areas or countries, including multimedia kits, paperbacks and hardbacks, sound filmstrips, duplicating masters, games, simulations and other printed and visual materials. Countries or world areas represented include: Egypt, India, Japan, Mexico, Latin America, Sub-Saharan Africa, the Soviet Union, Southeast Asia, the Middle East, China, Oceania, Asia, Canada, the United States and Europe. The 1981 and 1982 catalogs are available free of charge from SSSS.

d. *Worldwide Chamber of Commerce Directory*

A directory which includes a listing of foreign Chamber of Commerce offices in the United States. Available in the reference section of most public libraries or for $14 (plus postage and handling) from the Johnson Publishing Company.

2. Asia

a. *Bibliography: Refugee Materials Center* (1982)

The Refugee Materials Center (RMC) offers this listing of publications to assist with the education and resettlement of Indochinese refugees, including materials on Vietnamese language, history, customs, education system and culture; Cambodian language, education system and culture; Laotian language, education system and culture; Chinese history and culture; and general Indochinese history and culture. Audience, cost and source are listed for each publication. The bibliography is available free of charge from RMC.

b. *CAL Refugee Fact Sheet Series* (1981/82)

The purpose of the *Refugee Fact Sheet Series* is to provide background information on certain refugee groups that have recently arrived, and are still arriving, in the United States. Each fact sheet is divided into approximately five sections: General Introduction; Cultural Background; Educational Background; Implications for Learning English as a Second Language (ESL); and Implications for Orientation. Groups represented include the Ethnic Chinese and the Mien/Yao. Available free of charge while supply lasts from the Center for Applied Linguistics (CAL). CAL also offers other materials for teaching about various aspects of the Indochinese cultures; for a complete publications list, contact CAL.

c. *Chinese Culture Set*

Chinese Children's Games, Chinese Lanterns, Chinese New Year Customs, Children of the Yellow River (legends), Chinese Folk Songs and cassette tape. Available for $10 from Art Resources for Teachers and Students, Inc. (ARTS Inc.). ARTS Inc. also offers other materials for studying Chinese culture; for further information and a descriptive catalog, contact ARTS Inc.

d. *Chinese Industrial Society after Mao* by Rosalie L. Tung (1982)

This detailed, comprehensive examination of Chinese industry investigates the various political, social, economic and cultural forces which shape this society. Tung's incisive analysis of management practices is based upon first-hand data and interviews. Available for $27.95 from Lexington Books. Lexington Books also offers other publications dealing with issues of concern to various Asian nations. For further ordering information and a publications list, contact Lexington Books.

e. *Color Slide Sets/Global Issue Kits*

For grades K-12. UNICEF's color slide sets offer an in-depth look at various global issues and different countries and cultures. Each set contains 20 slides and narration. Each kit contains maps, articles, photosheets, data on social cultural aspects of each country and UNICEF's efforts there. Countries represented include Cambodia, Thailand, Indonesia and Sri Lanka. Available (limit one per person) from UNICEF; for ordering information and a complete publications list, contact UNICEF.

f. *Communication Learning Aid Series* (1980)

Self-instructional publications, which discuss simple courtesies, non-verbal communication and gestures, concepts which are of special importance to the people of a culture, survival phrases and tips on making daily living easier. Cultures represented include the People of Hong Kong, the People of Japan, Koreans and the People of Thailand. Available for $2 from Brigham Young University (BYU). For ordering information and a complete publications list, contact BYU.

g. *Festival Figures*

Sets of 14 inch cardboard figures in full color festival attire of their cultures. Information is given on clothing depicted and festivals celebrated. Figures can be free-standing or attached to bulletin boards. Areas represented include Asia. Available for $3 from UNICEF.

h. *Global Perspectives Through Asian Experiences*, Intercom #89, edited by Betty Bullard and Loretta Ryan (1978)

Published in cooperation with the Asia Society. A wide variety of activities explore Asia through maps, the news media, its languages, art and decision-making styles. Through an introduction to the cultures of Asian peoples, students are encouraged to re-examine views of our own place in the world. Available for $1.75 from Global Perspectives in Education (GPE). For ordering information and a complete publications list, contact GPE.

i. *Handouts Available from GU-BESC*

Georgetown University's Bilingual Education Service Center (GU-BESC) offers information pertaining to Asian Studies, including bibliographies of materials on Vietnam, Cambodia, Laos, Thailand, Korea, China and Japan. Information is also available from GU-BESC on the Vietnamese education system, language, religion, history, culture and music; Cambodian culture; and Laotian culture. For further information, contact GU-BESC.

j. *Images of China* by Gary R. Smith and George G. Otero (1977)

For grades 5-12. Twenty-five activities deal with students' images and perceptions of China and the Chinese people. The unit includes lessons concerning stereotyping, rumor detecting, story writing and comparing and contrasting. Available for $9.95 from the Center for Teaching International Relations (CTIR); for ordering information and a publications list, contact CTIR.

k. *NCBE Information Packets*

Information packets are available on a variety of topics relevant to the bilingual education community. Titles include: Japanese, Chinese, Korean and Yaos or Mien. Single packets of up to three titles are free of charge; additional titles and multiple copies of any one title are $2 each. For further information and a complete publications list, contact the National Clearinghouse for Bilingual Education (NCBE).

l. *The Peoples and Cultures of Cambodia, Laos, and Vietnam* (1981)

Full color photographs illustrate this easy-to-read book on various Indochinese cultural practices and values. The book provides brief descriptions of family life, dietary habits, religious beliefs and rituals, language, customs and traditions and the history and geography of each country. Covered in the book are the Khmer, Lao, Hmong, Mien, Tai Dam, Lao-theung, Vietnamese and ethnic Chinese. Available for $5 from CAL.

m. *The Rooster's Horns*

For grades K-12. A Chinese puppet play to make and perform. With a worm, a dragon and a rooster as its main characters, this funny tale can be converted into a Chinese shadow play. Available for $12 from UNICEF. UNICEF also offers other materials on Chinese and Japanese folklore and music.

n. *Shirshir of Bangladesh*

For grades 5-10. One in a set of Development Education Kits, a 30-slide series with teacher's notes, background information and student activities. Available for $8 from UNICEF. UNICEF also offers resource kits for teaching elementary and secondary classes about life in other Asian countries, such as India and Sri Lanka.

o. *Teaching About Japan Through Art and Modern Literature*, Social Education, vol. 45, no. 5, edited by Charles von Loewenfelde and Betty Bullard (1981)

For secondary school students. This section of Social Education magazine is presented to assist teachers and students in deepening their understanding of the Japanese people and their culture through the study of a variety of forms of modern literature. Each example of modern Japanese literature is followed by "Questions for Student Discussion." This and other editions of Social Education are available for $5 each from the National Council for the Social Studies (NCSS); for further information, contact NCSS.

p. *Through Asian Eyes* (*Through Chinese Eyes* [2 volumes] by Donald and Jean Johnson; *Through Indian Eyes* [2 volumes] by Richard Minear; *Through Japanese Eyes* [2 volumes] by Peter Seybolt)

This series of publications is accurate and authentic; makes an effort to examine and understand Asian values, modes of thinking and aspirations; recognizes an interaction between tradition and modernity in the development process; and uses humanistic and human interest materials by Asians (fiction, poetry, music, drama, art, diaries, history, newspapers, autobiography, letters, etc.) to promote student interest in and empathy with Asians. Available for $5.95 for each volume ($1.50 for lesson plan books), from the Center for International Training and Education (CITE). For further information, contact CITE.

q. *Why Cats and Dogs Don't Get Along*

Based on a Korean folktale, this story is an imaginative and entertaining explanation for the discord between dogs and cats. Available from the Asian-American Bilingual Center. The Center also offers other materials and texts on various Asian languages; for further information, contact the Asian-American Bilingual Center.

3. Europe

a. *Communication Learning Aid Series* (1980)

Self-instructional publications which discuss simple courtesies, non-verbal communication and gestures, concepts which are of special importance to the people of a culture, survival phrases and tips on making daily living easier. Cultures represented include the French-Speaking People of Europe, the German-Speaking People of Europe and the People of Spain. Available for $2 from Brigham Young University (BYU). For ordering information and a complete publications list, contact BYU.

b. *Culture Capsule Series*

The Culture Capsule concept bases its approach on offering learners a point of reference from which they may reach conclusions about other cultures inductively through a comparison of facts and ideas. Learners begin the process by reviewing a particular aspect of their own culture, after which they familiarize themselves with parallel material related to the target culture. The effect is twofold: first, learners intensify the knowledge they have of their native cultures; and second, they begin to gain an empathetic feel for the target culture as a result of comparing in their minds elements of both. The *Culture Capsule Series* includes a publication on USA/France (1977); available for $7.95 (orders must be prepaid) from Newbury House Publishers, Inc.

c. *National Geographic Educational Services Catalog 1982*

The National Geographic Society offers an extensive listing of resources for studying about various countries and cultures, includng a book entitled *Journey Across Russia* ($12.95) and record albums of the *Music of Spain* and the *Music of Scotland* ($6.95 each). The Catalog is available free of charge from the National Geographic Society.

d. *NCBE Information Packets*

Information packets are available on a variety of topics relevant to the bilingual education community. Titles include Greek. Single packets of up to three titles are free of charge; additional titles and multiple copies of any one title are $2 each. For further information and a complete publications list, contact the National Clearinghouse for Bilingual Education (NCBE).

e. *Sing, Children, Sing*

From this series of 12 inch LP records or cassettes featuring children's choirs and songs from their native lands: *The British Isles:* Traditional nursery rhymes, "Greensleeves," "All Through the Night," and other tunes, all sung by the Ambrosian Children's Choir; *France:* A French children's choir sings "Alouette," "Frere Jaques," "Dodo l'enfant Do," and other delightful songs from France; *Austria:* A Viennese Children's Choir sings Strauss waltzes, "Silent Night, Holy Night," and, from *The Sound of Music,* "Do, Re, Mi." Available for $6.50 ($7.50 for cassette) each from UNICEF. For ordering information and a complete publications list, contact UNICEF.

f. *Swedes As Others See Them: Facts, Myths or a Communication Complex?* by Jean Phillips-Martinsson (1981)

A unique book that explores the more popular beliefs about Sweden, the problems foreign people encounter when dealing with Swedes, and how a more effective method of interaction can be developed. Available for $15 from Intercultural Press, Inc.

g. *Swedish Toys*

For grades K-12. Toys, dolls and gifts that children can make themselves, this is the companion volume to a book of Swedish folktales. Available for $12 from UNICEF. UNICEF also offers other materials on children's activities in Sweden and Poland.

h. *West Germany: A European and Global Power,* edited by Wilfrid L. Kohl and Giorgio Basevi (1980)

This book provides an evaluation of Germany's role in the future process of European integration, or disintegration, within the framework of the world political economy. Distinguished contributors assess the importance of the European community in the development of the foreign policy of the Federal Republic. Available for $18.95 from Lexington Books. Lexington Books also offers other publications dealing with issues of concern to European nations. For further ordering information and a publications list, contact Lexington Books.

4. Latin America

a. *Color Slide Sets/Global Issue Kits*

For grades K-12. UNICEF's color slide sets offer an in-depth look at various global issues and different countries and cultures. Each set contains 20 slides and narration. Each kit contains maps, articles, photosheets, data on social cultural aspects of each country and UNICEF's efforts there. Countries represented include Guatemala, Bolivia and Ecuador. Available (limit on per person) from UNICEF; for ordering information and a complete publications list, contact UNICEF.

b. *Communication Learning Aid Series* (1980)

Self-instructional publications which discuss simple courtesies, non-verbal communication and gestures, concepts which are of special importance to the people of a culture, survival phrases and tips on making daily living easier. Cultures represented include the People of Brazil and Latin America. Available for $2 from Brigham Young University (BYU). For ordering information and a complete publications list, contact BYU.

c. *Culture Capsule Series*

The Culture Capsule concept bases its approach on offering learners a point of reference from which they may reach conclusions about other cultures inductively through a comparison of facts and ideas. Learners begin the process by reviewing a particular aspect of their own culture, after which they familiarize themselves with parallel material related to the target culture. The effect is twofold: first, learners intensify the knowledge they have of their native cultures; and second, they begin to gain an empathetic feel for the target culture as a result of comparing in their minds elements of both. The *Culture Capsule Series* includes publications on USA/Mexico (1977) and USA/Hispanic (South America) (1980); available for $8.95 each (orders must be prepaid) from Newbury House Publishers, Inc.

d. *Festival Figures*

For grades K-12. Sets of 14 inch cardboard figures in full-color festival attire of their cultures. Information is given on clothing depicted and festivals celebrated. Figures can be free-standing or attached to bulletin boards. Latin American countries represented. Available for $3 from UNICEF.

e. *Handouts Available from GU-BESC*

Georgetown University's Bilingual Education Service Center (GU-BESC) offers information pertaining to Hispanic Studies, including a bibliography of materials on Puerto Rico. Information is also available from GU-BESC on Latin American geography, history, language and culture. For further information, contact GU-BESC.

f. *Living in Latin America* by Raymond Gordon (1974)

One of the best guides available to North and South Americans on how to anticipate differences in perception and communicate effectively with each other. Based on research on Americans living in Colombian homes, this book is a classic study of differences between the two cultures as demonstrated through everyday events. Available for $12 from Intercultural Press, Inc.

g. *Monographs on Latin America*

Contain activities for high school students: #1) Culture Shock; #4) Beliefs; #5) Cross-Cultural Conflicts; #6) Concepts of Conflict, Social Mobility in Latin American Settings. Available at no charge for sample copies from the Center for Latin American Studies. The Center also offers other materials for studying about Latin American countries and cultures; for further information and a complete publications list, contact the Center for Latin American Studies.

h. *National Geographic Educational Services Catalog 1982*

The National Geographic Society offers an extensive listing of resources for studying about various countries and cultures, including a book entitled *Isles of the Caribbean* ($8.50). The Catalog is available free of charge from the National Geographic Society.

i. *Primary Source Material From the Caribbean*

Caribbean Imprint Library Services are suppliers of Caribbean publications which are virtually unobtainable through other sources. They include commercial imprints, privately published titles, institutional reports and journals, documents published by Caribbean governments and many other materials of scholarly value. Publications may be ordered by title or general subject matter according to specific interests and countries. General lists of publications for sale are *not* available; specific requests must be made. For further information, contact Caribbean Imprint Library Services.

j. *Puerto Rican Culture Set*

Christmas in Puerto Rico, Puerto Rican Children's Games, Canciones de mi Isla and cassette tape. Available for $7.50 from Art Resources for Teachers and Students, Inc. (ARTS Inc.). ARTS Inc. also offers other

materials for studying Puerto Rican culture; for further information and a descriptive catalog, contact ARTS Inc.

k. *Sing, Children, Sing*

From this series of 12 inch LP records or cassettes featuring children's choirs and songs from their native lands: *Mexico:* Los Niños Cantores de la Ciudad de Mexico sing new arrangements of traditional Mexican songs including "La Cucuracha," "La Bamba," and "La Adelita." Available for $6.50 ($7.50 for cassette) from UNICEF.

l. *With Antonio in Guatemala*

For grades 5-10. One in a set of Development Education Kits, a 30-slide series with teacher's notes, background information and student activities. Available for $8 from UNICEF.

5. The Middle East/North Africa

a. *The American in Saudi Arabia* by Eve Lee (1980)

Practical guide to Saudi culture. Introduces the Saudi way of seeing and doing things — and how it differs from the American way. Includes a series of descriptive incidents so readers can test their insights into their own and Saudi cultures — or which may serve as a stimulus to group discussion in cultural orientation programs. Available for $8.50 from Intercultural Press, Inc.

b. *The Arab World: Multi-Media Units*

Designed to introduce young people (grades K-8) to the Arab world through multi-media kits containing slides, games, cassettes, posters, activities and a host of materials for teachers and students. These units are designed to enrich and enhance textbook coverage of an area increasingly important and interesting to the United States but long neglected in American schools, and are suitable for use in grades K-8, with ample references for further study. They are self-contained so that they can be used independently of each other. Units in this series are: Introductory Unit; Food, Farming and Ecology; Storytelling and Games; Language, Calligraphy and Art; Music and Dance; and Arabs in America. Available for $30 to $130 from Arab World Consultants. For ordering information and a complete description of units available, contact Arab World Consultants.

c. *CAL Refugee Fact Sheet Series* (1981/82)

The purpose of the *Refugee Fact Sheet Series* is to provide background information on certain refugee groups that have recently arrived, and are still arriving, in the United States. Each fact sheet is divided into approximately five sections: General Introduction; Cultural Background; Educational Background; Implications for Learning English as a Second Language (ESL); and Implications for Orientation. Groups represented include the Kurds, the Afghans, the Soviet Jews and the Armenians. Available free of charge while supply lasts from the Center for Applied Linguistics (CAL). For further information and a complete publications list, contact CAL.

d. *Cultural Clues to the Middle Eastern Student* by Orin D. Parker (1976)

One in a series of Occasional Papers offered by the America-Mideast Educational Training Services (AMIDEAST) analyzing or commenting on issues relating to education in the Middle East and North Africa and educational exchange between the United States and the area. Available for $2 from AMIDEAST. AMIDEAST also offers a set of general reports on the history and cultures of the Middle East. For further information and a publications list, contact AMIDEAST.

e. *NCBE Information Packets*

Information packets are available on a variety of topics relevant to the bilingual education community. Titles include Arabic. Single packets of up to three titles are free of charge; additional titles and multiple copies of any one title are $2 each. For further information and a complete publications list, contact the National Clearinghouse for Bilingual Education (NCBE).

f. *Paper Dolls of the Middle East*

For grades K-3. A quality paperdoll book with a peaceful message. Each has costumes and accessories to color and cut out from Egypt, the Gulf States, Iraq, Jordan, Lebanon, Morocco, Oman, Saudi Arabia, Syria, Tunisia, Yemen and Israel. A four-page color insert in the center has a map of the area and pictures. Available for $3.50 from UNICEF. UNICEF also offers other materials on the countries of the Middle East; for a complete publications list, contact UNICEF.

g. *Primary Source Material From Africa*

African Imprint Library Services are suppliers of African publications which are virtually unobtainable through other sources. They include commercial imprints, privately published titles, institutional reports and journals, documents published by African governments and many other materials of scholarly value. Publications may be ordered by title or general subject matter according to specific interests and countries. General lists of publications for

sale are *not* available; specific requests must be made. For further information, contact African Imprint Library Services.

h. *Sing, Children, Sing*

From this series of 12 inch LP records or cassettes featuring children's choirs and songs from their native lands: *Israel:* Children selected from different Israeli choirs sing "Hava Nagila," "Hinneh Ma Tov" and other national and holiday favorites in Hebrew and other languages, including Arabic. Available for $6.50 ($7.50 for cassette) from UNICEF. For ordering information and a complete publications list, contact UNICEF.

i. *Through Middle Eastern Eyes* by Robert P. Pearson

In Part I, "Tradition and Change," 19 autobiographical or anecdotal vignettes, each carefully selected from novels, memoirs or letters of Middle Easterners, introduce one or two fundamental values or conflicts which are either part of the tradition, or effecting the changes in the Middle East. Part II, "Past Glories, Future Hopes," is concerned with broader economic and political issues, past, present and future. Available for $9.95 (plus $2.50 for the lesson planbook) from the Center for International Training and Education (CITE). For further information, contact CITE.

6. North America

a. *Energy Development in Canada: The Political, Economic, and Continental Dimensions* (1981)

Proceedings of the Canada/U.S. International Energy Development Conference held in Salt Lake City, Utah in the spring of 1981. This book covers implications of Canada's new energy policies and places it within the nation's current constitutional and federalist dilemmas. Available from Brigham Young University (BYU); for a complete publications list, contact BYU.

b. *Festival Figures*

For grades K-12. Sets of 14 inch cardboard figures in full-color festival attire of their cultures. Information is given on clothing depicted and festivals celebrated. Figures can be free-standing or attached to bulletin boards. North American countries represented. Available for $3 from UNICEF; for a complete publications list, contact UNICEF.

c. *National Geographic Educational Services Catalog 1982*

The National Geographic Society offers an extensive listing of resources for studying about various countries and cultures, including a book entitled *The World of the American Indian* ($9.95). The Catalog is available free of charge from the National Geographic Society.

d. *NCBE Information Packets*

Information packets are available on a variety of topics relevant to the bilingual education community. Titles include Native American. Single packets of up to three titles are free of charge; additional titles and multiple copies of any one title are $2 each. For further information and a complete publications list, contact the National Clearinghouse for Bilingual Education (NCBE).

e. *Sing, Children, Sing*

From this series of 12 inch LP records or cassettes featuring children's choirs and songs from their native lands: *The U.S.A.:* The New York City Opera Children's Chorus presents U.S. national and regional songs. Includes "Shenandoah," spirituals and folk songs. Available for $6.50 ($7.50 for cassette) from UNICEF.

f. *U.S.A. Culturgram* (1979)

A special Culturgram (pamphlets that teach about the customs, manners and lifestyles found within cultures) in an expanded format — includes information prepared especially for international visitors and students and those who work with them. Available for $.50 from BYU.

7. South Pacific/Australia

a. *Communication Learning Aid Series* (1980)

Self-instructional publications which discuss simple courtesies, non-verbal communication and gestures, concepts which are of special importance to the people of a culture, survival phrases and tips on making daily living easier. Cultures represented include the People of the Philippines and Samoans. Available for $2 from Brigham Young University (BYU). For ordering information and a complete publications list, contact BYU.

8. Sub-Saharan Africa

a. *CAL Refugee Fact Sheet Series* (1981/82)

The purpose of the *Refugee Fact Sheet Series* is to provide background information on certain refugee groups that have recently arrived, and are still arriving, in the United States. Each fact sheet is divided into approximately five sections: General information; Cultural Background; Educational Background; Implications

for Learning English as a Second Language (ESL); and Implications for Orientation. Groups represented include the Ethiopians. Available free of charge while supply lasts from the Center for Applied Linguistics (CAL). For further information and a complete publications list, contact CAL.

b. *Color Slide Sets/Global Issue Kits*

UNICEF's color slide sets offer an in-depth look at various global issues and different countries and cultures. Each set contains 20 slides and narration. Each kit contains maps, articles, photosheets, data on social cultural aspects of each country and UNICEF's efforts there. Areas and countries represented include East Africa, Ghana, Senegal and Kenya. Available (limit one per person) from UNICEF; for ordering information and a complete publications list, contact UNICEF.

c. *Festival Figures*

For grades K-12. Sets of 14 inch cardboard figures in full-color festival attire of their cultures. Information is given on clothing depicted and festivals celebrated. Figures can be free-standing or attached to bulletin boards. African countries represented. Available for $3 from UNICEF.

d. *Kwadwo of Ghana*

For grades 5-10. One in a set of Development Education Kits, a 30-slide series with teacher's notes, background information and student activities. Available for $8 from UNICEF. UNICEF also offers resource kits for teaching elementary and secondary classes about life in other sub-Saharan African countries, such as the Sudan.

e. *Post-Independence Namibia,* edited by Robert I. Rotberg (1982)

Probing the economic, political and social forces that will shape Namibia's development after independence, contributors consider the country's internal organization and external relations. Topics include assessments of nutritional, agricultural and manpower needs; the importance to peace in southern Africa of African, Western and Asian nations' policies on Namibia; and the roles of foreign aid and investment. Available from Lexington Books. Lexington Books also offers other publications dealing with issues of concern to sub-Saharan African nations. For ordering information and a publications list, contact Lexington Books.

f. *Primary Source Material From Africa*

African Imprint Library Services are suppliers of African publications which are virtually unobtainable through other sources. They include commercial imprints, privately published titles, institutional reports and journals, documents published by African governments, and many other materials of scholarly value. Publications may be ordered by title or general subject matter according to specific interests and countries. General lists of publications for sale are *not* available; specific requests must be made. For further information, contact African Imprint Library Services.

g. *Sing, Children, Sing*

From this series of 12 inch LP records or cassettes featuring children's choirs and songs from their native lands: *The Congo:* School children in Brazzaville and rural areas of the People's Republic of the Congo sing lullabyes, game songs and traditional and contemporary Congolese tunes. Available for $6.50 ($7.50 for cassette) from UNICEF.

h. *Through African Eyes* (6 volumes)

A selection of writings, most written by Africans, to help students examine and understand African values, modes of thinking and aspirations. Topics discussed are: Coming of Age in Africa; From Tribe to Town; The African Past; The Colonial Experience; The Rise of Nationalism; and Nation-Building. Available for $5.95 for each volume (plus $1.50 for each lesson plan book) from the Center for International Training and Education (CITE). For further information, contact CITE.

i. *Two Novels of Africa* by John Gay (1980)

Red Dust on the Green Leaves and *The Brightening Shadow* are not only for the teacher and the student, but for any lover of good fiction. The story they tell is of two boys who grow to manhood in changing Africa. But it is much more. It is also the story of their families and their village and of the Kpelle themselves, a forest people of Liberia who come intensely alive in the pages of these books. Available for $5.95 and $6.95, respectively, from Intercultural Press. For ordering information and a complete publications list, contact Intercultural Press.

9. Information on Refugees

a. *Bibliography: Refugee Materials Center* (1982)

The Refugee Materials Center (RMC) offers this listing of publications to assist with the education and resettlement of refugees, including materials relating specifically to refugee concerns. Audience, cost and source are listed for each publication. The bibliography is available free of charge from RMC.

b. *Handouts Available from GU-BESC*

Georgetown University's Bilingual Education Service Center (GU-BESC) offers information pertaining to Asian and Hispanic concerns, including materials relating specifically to the education of refugees. For further information, contact GU-BESC.

c. *How to Develop Cultural Awareness* (1980)

This publication addresses the issue of how teachers can be better prepared to deal with refugee children who come into their classrooms on short notice and what they can do to kindle the interest of their students in grades K-12. Available (single copies free of charge while supply lasts) from the AFT Teacher Center Resource Exchange.

d. *The Indochinese: New Americans* (1981)

A 36-page general orientation, focusing primarily on beliefs, values and behavior patterns of Indochinese refugees. Includes critical incident exercises. Available for $4 from Brigham Young University (BYU). For ordering information and a complete publications list, contact BYU.

e. *The Indochinese Refugees in Our Midst* (1980)

Brief descriptions of Cambodia, Laos and Vietnam and the prevalent characteristics of the refugees from those countries in the United States. Includes a number of color and black and white photographs. Available free of charge from the Denver Commission on Community Relations.

f. *Journal of Refugee Resettlement*

The issues published thus far have attempted to span the full range of resettlement concerns. Papers have treated policy, health, sponsorship, orientation, housing and language. They have been prepared by refugees, sponsors, researchers and resettlement practitioners. The *Journal of Refugee Resettlement* is a quarterly publication funded by the Office of Refugee Resettlement of the Department of Health and Human Services, distributed free of charge. For further information, contact the Refugee Resettlement Information Exchange Project, American Public Welfare Association.

g. *Planning and Implementing Cross-Cultural Orientation Programs for Refugees* (1982)

Single copies available free of charge while supply lasts from the Center for Applied Linguistics (CAL). CAL's Language and Orientation Resource Center offers extensive materials on the resettlement and education of refugees in the United States. For further information and a complete publications list, contact the Language and Orientation Resource Center at CAL.

h. *Where Can I Go?: The World Refugee Crisis* (1980)

Background information, in fact sheet format, looks at the current refugee situation in light of historical precedent and discusses international machinery created to deal with the problems of refugees, as well as future prospects. Single copies available for $.25 from the United Nations Association of the U.S.A. (UNA-USA). For ordering information and a complete publications list, contact UNA-USA.

i. *Young Adults in America: A Booklet for Refugees in their Late Teens* (1981)

An orientation to life in the United States, directed specifically to teenage refugees. For ordering and price information, contact CAL.

F. Visual Aids

1. Films/Videotapes/Filmstrips/Slide Shows

a. *An Introduction to Students from the Arab World and Iran*

A six-module slide/tape program designed to be used as a tool in the training and cultural sensitization of anyone who will be working with Middle Easterners. The six modules are: Environments and Peoples; Islam; East and West — A History of Interaction and Exchange; Modernization and Development; The Family and Social Values — Tradition and Change; and Education — Environments, Roles and Expectations. Available for $40 for under four modules or $60 for four to six modules from the America-Mideast Educational Training Services (AMIDEAST).

b. *A Nomad Boy*

A film for ages ten and up. Life is changing for Ismael, a 12-year-old nomad boy; a teacher now travels with his group. Viewers learn about the lives and schools of Somalia's nomads. Teacher's guide available. Available from UNICEF. UNICEF also offers other films to use as visual aids in teaching elementary and secondary students about cross-cultural subjects. For further information and a list of films available, contact UNICEF, attention Audiovisual Coordinator.

c. *Audiovisual Resources on the Politics of Hunger* (1980)

A listing of audiovisual materials available for use as aids in teaching about world hunger;

short descriptions and rental information are given for each item. Available for $1 from the World Hunger Education Service.

d. *Botanic Man: 10 - Crackpot, Jackpot,* narrated and written by David Bellamy, produced by Thames Television International (1978)

Contrasts a consumer-oriented, energy-intensive lifestyle in the United States with the poorer subsistence level in Mexico. Emphasizes that the world's resources are non-renewable and states that global solutions must be found if the Earth is to survive. Discusses such measures as conservation, population control, recycling, solar energy and new plants being developed for food and energy. Available for $20.50 from Pennsylvania State University (Penn State), Audiovisual Services. Penn State also offers other audiovisual materials for the study of world food issues; for further information and a complete list of materials available, contact Penn State, Audiovisual Services.

e. *Center for Latin American Studies*

The Center for Latin American Studies offers extensive audiovisual materials for studying about the countries and cultures of Latin America, including traveling photographic exhibits featuring the art and architecture of Latin America, and a number of film, television, slide and radio projects on Caribbean peoples and culture. For further information, contact the Center for Latin American Studies.

f. *The City* (1971)

A film which addresses the problems and potential of the Latin American city; concludes that radical change is urgently needed with due consideration of the demographic factor if Latin America is to meet the demands of all its inhabitants; useful as part of the package of films from around the world: *The Problem is Life* (India), *My Brother's Children* (Africa), *Population and the American Future* (United States), *The Family Question* (Thailand). Available for loan from the National Association for Foreign Student Affairs (NAFSA). NAFSA has an extensive library of films, slide presentations and audiotapes designed to promote thought and discussion about population and hunger awareness; audiovisual orientation materials for foreign students in the United States are also available. For a complete list of films available, contact NAFSA.

g. *Color Slide Sets/Global Issue Kits*

UNICEF's color slide sets offer an in-depth look at various global issues and different countries and cultures. Each set contains 20 slides and narration. Each kit contains maps, articles, photosheets, data on social cultural aspects of each country and UNICEF's efforts there. Available from UNICEF.

h. *Energy: Two Ways of Life*

For junior high school and up. This film documents in moving human terms how the choice of available energy sources affects the daily lives of children of two families: the Cheges of Nairobi, Kenya and the Daniels of Albany, NY. The importance and dignity of human energy are also graphically shown, with special emphasis upon the UNICEF assisted village technology program in Africa. Available from UNICEF.

i. *Experiences of Long-Time Vietnamese Residents in America*

One in a 13 tape (videotape) series covering a variety of subjects, supplying practical information in both Vietnamese and English to help ease the hardships of resettlement. Each tape presents a panel discussion between a Vietnamese refugee, an American expert and a Vietnamese bilingual/bicultural moderator. Available on ½" or ¾" reel-to-reel or ½" or ¾" color cassettes. Available for $120 ($7.50 for audio portion only) each from the Center for Applied Linguistics (CAL). For further information, contact CAL.

j. *Films of the United Nations Family — 16mm Film Catalogue 1980–81*

Describes almost 600 films produced and distributed by the United Nations system of organizations; includes detailed subject index, title index and pertinent information about the agencies whose films are listed. Available for $5 from the United Nations Association of the U.S.A. (UNA-USA). For ordering information and a complete publications list, contact UNA-USA.

k. *Firewood: The Other Energy Crisis*

An intensely human view of how the extensive use of trees for firewood in many parts of the world is destroying the land and with it the way of life of its peoples. An 11 minute film, available for loan from Church World Service/CROP (CWS/CROP). CWS has an extensive library of films and filmstrips on current world issues, such as the world economic/food supply situation. For further information and a list of films available, contact CWS/CROP.

l. *The Food Revolution* (1975)

An excellent kick-off to any hunger-related program; shows the close association between the problems of world hunger and overpopulation; originally part of the CBS series "The 21st Century," this film is a comprehen-

sive examination of social and technological efforts being made to feed the world's hungry; Walter Cronkite narrates and selected scientists present their views. Available for loan from NAFSA.

m. *Handouts Available from GU-BESC*

Georgetown University's Bilingual Education Service Center (GU-BESC) offers information pertaining to Asian and Hispanic Studies, including a bibliography of audiovisual materials. For further information, contact GU-BESC.

n. *Hunger Knows My Name*

Drama about an affluent American family coming face-to-face with the problem of world hunger: their only son dies while helping a Nigerian village to overcome famine. This well-acted film shows the family as they move from rage, to sadness, to understanding and, finally, a reexamination of their values. Available for loan from CWS/CROP.

o. *Into the Mouths of Babes,* narrated by Bill Moyers, from the CBS Reports Series (1978)

Demonstrates the introduction of a common American product, infant formula, into several developing countries by multinational corporations. Offers the opinions of multinational corporate leaders, government officials, doctors, users and consumer advocates. Available for $13.50 from Penn State, Audiovisual Services.

p. *Iron Mountain (Siberian Myth)*

A ten minute film, available for $200 from the International Film Foundation. The International Film Foundation also offers other films representing the folklore and other aspects of various world cultures. For further information and a complete list of films available, contact the International Film Foundation.

q. *Life in the Developing World Series*

Films for high school and up. Countries represented include Bolivia, Haiti, India and Zaire. Available from UNICEF.

r. *List of Recommended Films* (1980)

Describes selected films on UN issues, how to order and plan a program around them. Available for $.75 from UNA-USA.

s. *Looking for China: American Images* and *Looking for America: Chinese Images* (1980)

Two slide/cassette tape programs on Chinese and American images of each other, produced by the China Council of the Asia Society. The two programs make imaginative use of newspaper cartoons, magazines, movie posters and other sources. Available for loan from NAFSA.

t. *Malnutrition in the Third World Community,* filmed and narrated by George and Helen Guthrie (1979)

Designed to give students and professionals who have not had extensive Third World experience a clearer idea of the ecology of malnutrition. Shot in a rural Philippines community, the film covers infant feeding practices, breast-feeding and supplements, showing the difficulties a family faces due to poverty, limited home production of food and inadequate supplies of pure water. Available for rent ($18.50) or purchase ($385) from Penn State, Audiovisual Services.

u. *My Friend Jomo* (1982)

A new audiovisual presentation for students in grades 3-9. It attractively and positively introduces students to a young Ugandan boy and his family, portrays their normal life and the impact of the East African drought upon them. With taped narration, this nine minute presentation is available for a $7 rental fee, or as a filmstrip for a $12 purchase price, from the American Friends Service Committee (AFSC). AFSC's original slideshow, "These People Cannot Wait," for older students and adults, is available for a $7 rental fee. For further information, contact AFSC.

v. *National Geographic Education Services Catalog 1982*

The National Geographic Society offers an extensive listing of sound filmstrips, films and TV documentary films available on current world issues and on a variety of the world's countries and cultures. Teacher's guides are provided with all filmstrip, multimedia and film programs (except TV documentary films). The Catalog is available free of charge from the National Geographic Society.

w. *NSBA Reports: The Global Connection* (1981)

A videotape, produced by the National School Boards Association (NSBA), which demonstrates how students can acquire the knowledge, skills and attitudes necessary to function effectively as citizens in an emerging "Global Age." It highlights the benefits for students: how they can learn to develop a global perspective, minimize bias and improve the quality of information that goes into making their decisions. It explains how they can learn to manage change, become aware of side effects and surprise effects when introducing change, conserve resources and handle interpersonal conflict. Finally, it discusses how global education will help

restore a greater measure of confidence and control over the global events that will affect their lives. Available for rental or purchase; for ordering information, contact Arthur L. Swerdloff Productions.

x. *One Planet: Two Worlds* (1976)

A group of three films encompassing all major aspects of the hunger problem; each film presents a different aspect of the problem emphasizing the concept of one planet: two worlds. Films in this series are: *Rural and Urban Poverty: Seeds of Catastrophe, Keeping People Alive: Malnutrition The Hidden Killer* and *Rich and Poor: What Can We Do?* Available for loan from NAFSA.

y. *Pacific Island Series*

A series of films depicting various aspects of life on the pacific islands, available for $240 to $280 from the International Film Foundation. Films in this series include *The Coconut Tree, Family Life, Fishing, Food From the Sea* and *Village Life.* The International Film Foundation also offers other films representing elements of various world cultures; for further information and a complete list of films available, contact the International Film Foundation.

z. *The Paper Kite*

For ages ten and under. The hero of this puppet film is a Norwegian boy who can fly with his magic kite. He visits three villages in different parts of the world, symbolically bringing with him UNICEF assistance. Available from UNICEF.

aa. *Population Film Library*

A collection of 40 films, filmstrips and slide/tape programs on population dynamics and related topics. Send self-addressed, stamped envelope for the free catalog. (Rental fee is $5 per film.) Available from the Population Reference Bureau (PRB); for a complete publications list, contact PRB.

bb. *Religion in Human Culture*

A six-part series of print and audiovisual materials for use in teaching about religions in the social studies, each unit consists of a student reader, a teacher guide, filmstrips and blackline masters. Religions represented include the Buddhist, Christian, Hindu, Islamic and Jewish traditions. For further information, contact the World Religions Curriculum Development Center.

cc. *Sigaalow, Town of Dust*

Sigaalow (meaning town of dust) is home to 15,000 in Somalia. This is a sensitive portrayal of life in Sigaalow, seen through the eyes of several refugees. A 25 minute film, available for loan from CWS/CROP.

dd. *Slash-and-Burn Agriculture* (1975)

Eastern Nicaragua is used as an example for the entire cycle of shifting cultivation, from site selection to harvest. Diagrams the less visible aspects, such as nutrient cycling and the structural similarity between a cultivated plot and the tropical forest it replaces. Studies ecological efficiency and consequences of changes in population, land base or technology. Available for $13 from Penn State, Audiovisual Services.

ee. *Social Studies School Service — 1981/82 Catalogs*

The Social Studies School Service (SSSS) offers various resources for teaching elementary and secondary classes about different cross-cultural subjects, including filmstrips and moviestrips representing a wide variety of subjects, issues and world areas or countries. The 1981 and 1982 catalogs are available free of charge from SSSS.

ff. *Tomorrow's Children* (1971)

Presents an urgent view of the population problem; its focus is international, including emphasis on the environmental/consumption problems of the industrialized nations; information-packed. Available for loan from NAFSA.

gg. *War Peace Film Guide* by John Dowling (1980)

Offers annotated descriptions and evaluations of 287 war peace films, plus program aids and other resources. Available for $5 from World Without War Publications.

hh. *What's Cooking* (1979)

Children from five different ethnic origins participate in the preparation of meals traditional to their cultures. Available for $250 from Churchill Films.

ii. *World Hunger: The Cost of Coffee*

This filmstrip tells the story of one man and his small farm versus the transnational coffee corporations, personalizing the struggle of poor people to exist with dignity. In the end, it offers viewers positive suggestions on how they can help achieve a more just distribution of world wealth. A 14 minute filmstrip available for loan from CWS/CROP.

2. Posters/Charts/Maps

a. *Big Blue Marble Atlas*

For grades 1-9. A handy reference guide for young geographers, this information atlas was inspired by the famous children's television series and includes maps, illustrations and photographs. Available for $9.95 from UNICEF. UNICEF also offers other visual aids to assist in teaching elementary and secondary classes. For ordering information and a complete publications list, contact UNICEF.

b. *Energy Graphics* (1982)

Graphs, charts, tables, maps on U.S. and world production, consumption and reserves. Each 8½" × 11" page can serve as a transparency master. Available for $9.95 (plus $1.50 for shipping by UPS) from World Eagle. World Eagle also offers other visual aid materials for teaching about current world issues. For ordering information and a complete publications list, contact World Eagle.

c. *Flags and Maps of the World*

Information sheets available from UNICEF's Information Center on Children's Cultures. For further information and a complete publications list, contact the Information Center on Children's Cultures, c/o UNICEF.

d. *Global Perspective Maps* by Russell H. Lenz

These perspective maps were originally published in *The Christian Science Monitor*; they have been updated and faithfully produced in this series on quality stock. Available in 24" × 38" paper (individual map: $3.95), or laminated and sealed (two maps, one on the back and one on the front: $4.50). The ten perspectives are: U.S. as seen from Canada; Africa as seen from India; East Europe as seen from West Europe; Southeast Asia as seen from the People's Republic of China; North Africa as seen from the Mideast; People's Republic of China as seen from Japan; Central Africa as seen from South Africa; Soviet Union as seen from Southeast Asia; Latin America as seen from Cuba; Mideast as seen from Israel. Available from World Eagle.

e. *Issei Women*

A poster tribute to the first generation of Japanese women who immigrated to the United States, beautifully illustrated by Gail Aratani. For instructional use with the Level Two Social Studies Program developed by the Center or for enjoyment as a work of art. Available for $2 each from the Asian-American Bilingual Center; for further information, contact the Asian-American Bilingual Center.

f. *National Geographic Educational Services Catalog 1982*

The National Geographic Society offers an extensive listing of maps, atlases and globes available for studying about various countries and world areas. The Catalog is available free of charge from the National Geographic Society.

g. *Population Data Sheets* (1980/81)

The Population Reference Bureau's two and three color "Population Data Sheets" provide a wide variety of the latest population-related statistics in a handy, readable wall chart format, 18½" × 24". Subjects represented include 1981 World Population, the United States Population, the Maryland Population, World's Women and 1980 World's Children. Available for $1 each from the Population Reference Bureau (PRB). PRB also offers other charts to use as visual aids in teaching elementary and secondary classes about population. For a complete publications list, contact PRB.

h. *Population Dynamics of the World* (1981)

Five-color wall chart (35" × 23") presents four world maps graphically depicting country differentials in total fertility rates, life expectancy at birth, rates of natural increase and contraceptive use. Available for $1 postage and handling from PRB.

i. *Posters/Photo Sets*

Sixteen large color posters of children around the world and text with themes such as play, health, nutrition, learning and the environment. Available for $5 from UNICEF.

j. *Rights of the Child Text Poster*

The text of the UN Declaration of the Rights of the Child graphically reproduced in black and red. Available for $.50 from UNICEF.

k. *Social Studies School Service — 1981/82 Catalogs*

The Social Studies School Service (SSSS) offers various resources for teaching elementary and secondary classes about different cross-cultural subjects, including atlases and maps, picture mapbooks and transparencies representing a wide variety of subjects and world areas or countries. The 1981 and 1982 catalogs are available free of charge from SSSS.

l. *UN Flag Chart*

Poster of member nations' flags plus the UN flag. Available for $2 from the United Nations Association of the U.S.A. (UNA-USA). For ordering information and a complete publications list, contact UNA-USA.

m. *The World in a Chocolate Bar* (1981)

A wallsheet on interdependence — earth: an interdependent system. Comprised of learning activities based on ten photos and a world map. Available for $1 from UNICEF or Global Perspectives in Education (GPE).

n. *Worldview Posters* (1981)

The World Eagle offers these 24" × 37" wall posters, with text, charts and graphs, dealing with international relations issues. The five subjects represented are: Projected Energy Sources and Needs; U.S. and World Population; World Energy Situation; World Interdependence; and World Military Expenditures. The posters are available for $3.95 (or $5.95 for laminated posters) each from World Eagle.

3. Miscellaneous

a. *Calendar*

Scholastic appointment calendar; illustrated with Chinese and Hispanic themes; brightly colored, 10" x 14", spiral bound, western and lunar dates. Available for $3 from Art Resources for Teachers and Students, Inc. (ARTS Inc.).

b. *Colouring Book*

For grades K-3. Thirty-two pages of fanciful, free-form sketches of the world's children at work and at play. This new concept will inspire creativity in young artists while they learn about their contemporaries around the world. Available for $2 from UNICEF. UNICEF also offers other toys and games to use as visual aids in teaching cross-cultural awareness. For ordering information and a complete publications list, contact UNICEF.

c. *1982 Wall Calendar*

UNICEF's popular calendar of children's art lists dates for holidays of the world's religions — Baha'i, Buddhist, Catholic, Christian Orthodox, Hindu, Islamic, Jewish, Mormon, Parsi, Protestant, Sikh — as well as national holidays and other celebrated days. Available for $2 from UNICEF.

d. *UN Flag*

Official UN flag, blue cotton with white insignia. Available for $16.50 from the United Nations Association of the U.S.A. (UNA-USA); for further information, contact UNA-USA.

e. *UNICEF World Puzzle*

For grades K-12. A two-hundred-piece jigsaw puzzle shows children at play on world "jungle gym." Available for $2 from UNICEF.

G. Cross-cultural Simulations

(Prepared for the National Association for Foreign Student Affairs by David S. Hoopes and Toby S. Frank)

1. *Aid to Minorians*

Participants divided into two groups (Minorians and Majorians) with the latter equipped to give "aid" to the former. Focuses on feelings emerging from the giving and receiving of aid between cultures and nations. For 8-40 people; lasts approximately one and one-half hours. Described fully in SIETAR's *Intercultural Sourcebook*, which is listed in the section, "Increasing General Global Awareness," on page 24.

2. *Albatross*

Vividly demonstrates radically different culture to players who remain partly participants and partly observers. Strong feelings about the nature of the culture are stimulated and make for fruitful discussion. For 3-30 people; lasts approximately one hour. Described fully in the Experiment in International Living's *Beyond Experience*, which is listed in the section, "Increasing General Global Awareness," on page 21.

3. *Bafá Bafá*

Group divided in two to learn different cultural behaviors (Alphas and Betas). Then visit back and forth to experience and attempt to learn the other culture. For 15-40 people; lasts approximately two and one-half hours. Available from Similie II.

4. *Baldicer*

Centered on food distribution and economic development, participants form groups and engage in cross-cultural cooperation and face the dilemmas of economic growth and cross-national competition. For 10-40 people; lasts approximately two hours. Available from John Knox Press.

5. *East-West Game* (or *The Emperor's Pot*)

Focus on cultural assumptions and values as one group attempts to gain valued object from another. For 18-20 people; lasts approximately one hour. Described fully in SIETAR's *Intercultural Sourcebook*, which is listed in the section, "Increasing General Global Awareness," on page 24.

6. *Hunger on Space Ship Earth*

A simulation on poverty and hunger in the world and the divergence between rich and poor. For 30

or more people; to be played during a meal time. Available from the American Friends Service Committee.

7. *Ide-Go*

   Participants divided into two culture groups, the behavioral norms of which simulate North American and Latin American cultures. Provides insight into interaction process between North and South Americans. For 8-46 people; lasts approximately one and one-half hours. Described fully in SIETAR's *Intercultural Sourcebook*, which is listed in the section, "Increasing General Global Awareness," on page 24.

8. *Lump Sum*

   Four groups negotiate over the allocation of a sum of money given to them. Sum must be allocated within specified time or it is lost. Communication, conflict and cooperation issues emerge strongly. For 12-48 people; lasts approximately two and one-half hours. Described fully in SIETAR's *A Manual of Structured Experiences for Cross-Cultural Learning*, which is listed in the section, "Increasing General Global Awareness," on page 21.

9. *Rafá Rafá*

   For grades 5-8, the elementary version of Bafá Bafá. Rafá Rafá is an easy to run simulation game which illustrates the difficulties and problems encountered when interacting with persons who differ from us. It emphasizes the value of description over evaluation when talking about other individuals or groups, and the value and effectiveness of nonverbal communication. It helps students understand how stereotypes are formed and perpetuated, and provides an ideal beginning point for studying the characteristics, values and qualities of specific cultures and subcultures. Available for $22 from Similie II.

10. *Star Power*

    Different status groups compete for wealth and power. Participants experience impact of social and economic inequality. For 18-35 people; lasts approximately two hours. Available from Similie II.

11. *Xian Game*

    Couple attempts to find cultural key to visiting an exotic country. Focuses on cultural/perceptual differences. For four players, unlimited observers. Described fully in SIETAR's *Intercultural Sourcebook*, which is listed in the section, "Increasing General Global Awareness," on page 24.

H. Administrative Issues

Academic and Personal Advising: Guideline Series 5 (1966)

Details the foreign student adviser's role and responsibilities in the day-to-day advising of foreign students. Bibliography included. Single copies available for $1 from the National Association for Foreign Student Affairs (NAFSA). NAFSA also offers other resources for dealing with the administrative aspects of international educational interchange. For ordering information and a publications list, contact NAFSA.

A Guide to the Admission of Foreign Students

A brochure providing both a general guide to the field of foreign student admissions and a list of service agencies in the field. Written and produced jointly by NAFSA and the American Association of Collegiate Registrars and Admissions Officers (AACRAO) in cooperation with NAFSA's Field Service Program. Single copies available free of charge from NAFSA.

ADSEC Bibliography (1979)

A variety of useful reference publications in the admissions area of international exchange. Single copies available free of charge from NAFSA.

Adviser's Manual of Federal Regulations Affecting Foreign Students and Scholars (1982)

Covers different aspects of immigration law and procedures, including non-immigrant visa classifications. A valuable resource to foreign student advisers or anyone interested in regulations affecting immigration law. Available for $2 from NAFSA.

ATESL Bibliography (1982)

Reference publications for teachers of English as a second language. Single copies available free of charge from NAFSA.

CAFSS Bibliography (1981)

Reference publications for foreign student advisers. Single copies available free of charge from NAFSA.

COMSEC Bibliography

A variety of reference publications for community volunteers. Single copies available free of charge from NAFSA.

English Language Proficiency: Guideline Series 3 (1977)

Presents a general programmatic approach to problems related to English as a second language in colleges and universities. Single copies available for $1 from NAFSA.

English Proficiency Chart (1978)

Produced by NAFSA's Consortium on Intensive English Programs (CIEP). Demonstrates how five aspects of language vary across six levels of proficiency. Single copies available free of charge from NAFSA.

Faculty Member's Guide to U.S. Immigration Law (1980)

Contains a brief summary of immigration laws and regulations to aid faculty members in understanding the limitations placed by immigration laws on foreign academic advisers. Single copies available for $1 from NAFSA.

The Foreign Student in Elementary and Secondary Schools (1980)

Provides guidance and information to elementary and secondary school administrators who are called upon to deal with students from abroad. Single copies available for $2.50 from NAFSA.

International Students in the Independent School . . . a handbook (1980)

This handbook provides the opportunity for day and boarding schools to strengthen enrollment and prepare students for a world that demands international communication and understanding. Its publication emanates from the Committee on Boarding Schools' interest in enlarging the international applicant pool. Topics discussed include: The Institutional Commitment; Admission: Evaluation and Selection; Student Recruitment; Curriculum and Student Support Services; College Placement; and Immigration.

Standards and Responsibilities in International Educational Interchange: Guideline Series 1 (1979)

Adopted in 1978 by the NAFSA Board of Directors, this statement defines institutional and individual obligations for those who work with foreign students. Single copies available for $1 from NAFSA.

Available for $7 from the Ordering Department, National Association of Independent Schools (NAIS).

NAFSA Directory

Published every two years, this publication lists all institutional and individual members of NAFSA (including addresses and telephone numbers) as well as other institutions of higher learning with foreign students enrolled. Type of membership is listed: foreign student advisers, teachers of English as a second language, foreign student admissions officers, advisers to Americans studying abroad and leaders of community groups are indicated. Latest edition will be available from NAFSA in early 1983.

Orientation of Foreign Students: Guideline Series 4 (1980)

Explains the purpose of orientation and offers an approach to the orientation of foreign students. Outlines ways of effectively planning an orientation program. Single copies available for $1 from NAFSA.

Selection and Admission of Foreign Students: Guideline Series 2 (1978)

A guide to foreign student admission practices and procedures. Includes a list of relevant agencies. Single copies available for $1 from NAFSA.

I. Organizational Resources

Acronym	*Organization*
	African Imprint Library Services Box 563 75 King Street Falmouth, MA 02541 617/540-5378 Primary resource materials from Africa.
AFS	**AFS International/Intercultural Programs** 313 East 43rd Street New York, NY 10017 212/661-4550 Materials, exchanges for high school students.
	Allyn & Bacon, Inc. College Division Department 894 470 Atlantic Avenue Boston, MA 02210 Resources for teachers.
AACTE	**American Association of Colleges for Teacher Education** One Dupont Circle, Suite 610 Washington, DC 20036 202/293-2450 Resources on teacher education, bi-monthly journal *(The Journal of Teacher Education).*
AMIDEAST	**America-Mideast Educational Training Services** 1717 Massachusetts Avenue, N.W. Suite 100 Washington, DC 20036 202/797-7900 Materials on the Middle East.
ACTFL	**American Council on the Teaching of Foreign Languages** 385 Warburton Avenue Hastings-on-Hudson, NY 10706 914/478-2011 Resources on teaching foreign languages.
AFT	**American Federation of Teachers** 11 Dupont Circle, N.W. Washington, DC 20036 202/797-4400 Teaching resources.

Acronym	*Organization*
AFSC	**American Friends Service Committee** 15 Rutherford Place New York, NY 10003 212/598-0972 Materials and programs on human rights and other humanitarian issues. Also, materials on the Middle East and other areas.
	American Freedom From Hunger Foundation 1625 Eye Street, N.W. Washington, DC 20005 202/254-3487 Materials on the problem of hunger in the world, including an *Action Hand Book*
	American Geographical Society (FOCUS) Broadway at 156th Street New York, NY 10032 212/234-8100 Teaching resources.
	American Universities Field Staff 3 Lebanon Street Hanover, NH 03755 603/643-2110 Materials on world cultures, especially Africa and Asia, simulation games.
	Anti-Defamation League of B'nai B'rith 315 Lexington Avenue New York, NY 10016 212/490-2525 Educational materials for teaching about prejudice and different ethnic groups. Also, materials concerning how to teach disadvantaged and minority students.
	Arab World Consultants 2137 Rose Street Berkeley, CA 94709 415/845-6625 or 408/356-8096 Materials on the Middle East.
	Arthur L. Swerdloff Productions 4224 Ellenita Avenue Tarzana, CA 91356 213/344-6730 Resources for teachers.

Acronym	Organization
ARTS Inc.	**Art Resources for Teachers and Students, Inc.** 32 Market Street New York, NY 10002 212/962-8231 Resources for teachers and students.
	Asian-American Bilingual Center Department B 1414 Walnut Street, Room 9 Berkeley, CA 94709 415/848-3199 Teaching resources and texts, visual aids.
	Association for Childhood Education International 3615 Wisconsin Avenue, N.W. Washington, DC 20016 202/363-6963 Portfolios of resources for teachers.
ASCD	**Association for Supervision and Curriculum Development** 225 N. Washington Street Alexandria, VA 22314 703/549-9110 Resources for teachers and supervisors.
	Aurora Public Schools 1085 Peoria Street Aurora, CO 80011 303/344-8060 Resources for teachers.
	Bread for the World Educational Fund 32 Union Square East New York, NY 10003 212/260-7000 Resources on world hunger.
BYU	**Brigham Young University** Center for International and Area Studies Publication Services 130 FOB, Box 61 Provo, UT 84602 801/378-6528 Teaching resources. Also offers directory of international organizations, associations, societies and interest groups (*Interaction: An International and Intercultural Synergic Directory*).
	Bull Publishing Company P.O. Box 208 Palo Alto, CA 94302 415/322-2855 Resources for teachers.
	Canadian Hunger Foundation 323 Rue Chapel Street Ottawa, Ontario Canada KIN 7Z2 613/237-0180 Newsletter (*Food for Thought*), library service to distribute food-related publications to members.
	Canadian Peace Research Institute 25 Dundana Avenue Dundas, Ontario Canada A variety of materials on conflict resolution, some of which can be used by students.
	Caribbean Imprint Library Services Box 563 75 King Street Falmouth, MA 02541 617/540-5378 Primary source materials from the Caribbean.
CAL	**Center for Applied Linguistics** Office of Communication and Publications 3520 Prospect Street, N.W. Washington, DC 20007 202/298-9292 Teaching resources, extensive ESL resources, workshops, hotlines for information on all aspects of language training, orientation programs and concerns for refugees.
	Center for Conflict Resolution 731 State Street Madison, WI 53703 608/255-0479 Bibliographies of resources, newsletter, workshops for teachers.
	Center for Information on America Washington, CT 06793 203/868-2602 Resources for teachers.

Acronym	Organization
	Center for International Education University of Massachusetts Amherst, MA 01002 413/545-0591 Resources on African and non-Western studies.
	Center for International Programs and Comparative Studies Cultural Education Center New York State Education Department Albany, NY 12230 518/474-5801 Resources for teachers.
CITE	**Center for International Training and Education** Council on International and Public Affairs, Inc. 777 United Nations Plaza, Suite 9-H New York, NY 10017 212/972-9877 Teaching resources and publications, training activities to help internationalize the school curriculum in the United States.
	Center for Latin American Studies Outreach Coordinator Grinter Hall University of Florida Gainesville, FL 32601 904/392-0377 Materials and resources, teacher newsletter (*Dialogo*) and workshops for area teachers on Latin American Studies.
	Center for Peace and Conflict Studies 5229 Cass Avenue Detroit, MI 48202 313/577-3453 or 577-3468 Resources for teachers, publications for children on human rights.
	Center for Science in the Public Interest 1755 S Street, N.W. Washington, DC 20009 202/332-9110 Resources for teachers.
CTIR	**Center for Teaching International Relations** University of Denver Denver, CO 80208 303/753-3106 Resources for teachers, classroom materials, workshops and consultation services.
	Center for the Analysis of World Food Issues Cornell University Program in International Agriculture 252 Roberts Hall Ithaca, NY 14853 607/256-2283 Resources for teachers.
	Center for World Education College of Education and Social Services 229 Waterman University of Vermont Burlington, VT 05405 802/656-2030 Workshops and consultation services for teachers in Vermont.
	Chamber of Commerce of the United States 1615 H Street, N.W. Washington, DC 20006 202/659-6000 Publication, *Guide to Foreign Information Sources,* lists nations with diplomatic relations with the United States, along with their embassies, legations and other government offices here. Also lists other organizations and services that deal with specific areas of the world.
	Churchill Films 662 North Robertson Boulevard Los Angeles, CA 90069 213/657-5110 Resources for teachers.
CWS/CROP	**Church World Service/CROP** P.O. Box 968 Elkhart, IN 46515 219/264-3102 Resources on current world issues/world hunger.

Acronym	Organization
COPRED	**Consortium on Peace Research Education and Development** Kent State University Center for Peaceful Exchange Kent, OH 44242 216/672-3143 Materials on peace education.
	Creative Educational Press, Inc. Mankato, MN 56001 507/388-6273 Resources for teachers.
	Cultural Survival 11 Divinity Avenue Cambridge, MA 20138 617/459-2562 Information on indigenous peoples and specific issues confronting them.
	Denver Commission on Community Relations Room 320, Annex 3 144 W. Colfax Avenue Denver, CO 80202 303/575-2621 Resources for teachers.
	Development Resources 2426 Ontario Road, N.W. Washington, DC 20009 202/797-9610 Resources for teachers.
ERIC	**ERIC/Center for Science, Mathematics and Environmental Education** The Ohio State University 1200 Chambers Road Columbus, OH 43212 614/422-6717 Resources for teachers.
	ERIC Clearinghouse for Social Studies/Social Science Education 855 Broadway Boulder, CO 80302 303/492-8434 Reference sheets, computer searches of the ERIC system and other data bases. (For a complete listing of journal articles available, write for the *Cumulative Index to Journals in Education;* for a listing of other documents, write for the *Resources in Education* index.)
	Evaluation, Dissemination and Assessment Center California State University, Los Angeles 5151 State University Drive Los Angeles, CA 90032-4298 213/224-3676 Resources on bilingual education and related issues.
EIL	**Experiment in International Living** Brattleboro, VT 05301 802/257-7751 Materials, academic and cultural exchange programs for high school and university students.
FPA	**Foreign Policy Association** 205 Lexington Avenue New York, NY 10016 212/481-8450 Resources for teachers.
GU-BESC	**Georgetown University/Bilingual Education Service Center** Suite 376, D.C. Transit Building 3520 Prospect Street, N.W. Washington, DC 20007 202/625-3540 Resources for teachers, seminars, workshops, conferences, consultations, databases for bibliographic searches and referral services to other institutions.
	The Global Classroom Education Collaborative of Greater Boston, Inc. 14 Beacon Street Boston, MA 02108 Resources for teachers.
GEA	**Global Education Associates** 552 Park Avenue East Orange, NJ 07017 201/675-1409 Teaching resources, workshops for teachers.
	Global Learning, Inc. 40 S. Fullerton Avenue Montclair, NJ 07042 201/783-7616 Resource library, teacher-training workshops.

Acronym	*Organization*
GPE	**Global Perspectives in Education** 218 E. 18th Street New York, NY 10003 212/475-0850 Resources for teachers, directory of organizational resources, school service program, classroom activities, other publications.
	Institute for Education in Peace and Justice 3700 West Pine Boulevard St. Louis, MO 63108 314/533-4445 Materials, including simulation games, on peace studies and world hunger.
	Institute for Food and Development Policy 2588 Mission Street San Francisco, CA 94110 415/648-6090 Resources for teachers.
	Institute for World Order 777 United Nations Plaza New York, NY 10017 212/575-5840 Directory of organizational resources and materials for teaching about peace and conflict resolution, curriculum guide, other publications.
ICS	**Institute of Comparative Social & Cultural Studies, Inc.** 4330 East-West Highway Suite 900 Washington, DC 20014 202/656-7996 Resources for teachers.
	Intercultural Press, Inc. 70 West Hubbard Street Chicago, IL 60610 312/321-0075 Publications and texts on cross-cultural education.
	International Film Foundation 200 West 72nd Street New York, NY 10023 212/580-1111 Films for use as teaching resources.
	International Learning Systems, Inc. 1715 Connecticut Avenue, N.W. Washington, DC 20009 202/232-4111 Resources for teachers.

Acronym	*Organization*
	John Knox Press 341 Ponce de Leon Avenue, N.E. Atlanta, GA 30308 404/873-1531 Resources for teachers.
	Johnson Publishing Company P.O. Box 455 8th and Van Buren Loveland, CO 80537 303/667-0652 Resources include *Worldwide Chamber of Commerce Directory.*
	Joint Council for Economic Education 1212 Avenue of the Americas New York, Ny 10017 212/582-5150 Resources for teachers and students.
	Lexington Books D.C. Heath and Company 125 Spring Street Lexington, MA 02173 617/862-6650 or 212/924-6460 Publications on international subjects.
	Lions International York and Cermak Roads Oak Brook, IL 60521 312/986-1700 International exchanges for high school students.
	Lutheran Church in America Division for Parish Services 2900 Queen Lane Philadelphia, PA 19129 215/848-6800 Resources on world hunger.
	Management Institute for National Development 230 Park Avenue New York, NY 10017 Materials on global development.
	Mennonite Central Committee Audiovisual Library 21 South 12th Street Akron, PA 17501 717/859-1151, ext. 233 Free loan audiovisual library on hunger, poverty and development issues.

Acronym	Organization
	Mid-America Program for Global Perspectives in Education 513 N. Park Indiana University Bloomington, IN 47405 812/337-3838 Resources and services for teachers in the Midwest.
NABE	**National Association for Bilingual Education** IU-13 BESL Center 100 Franklin Street New Holland, PA 17557 717/354-7737 Resources on bilingual education, conferences, journal and newsletter.
NAFSA	**National Association for Foreign Student Affairs** 1860 19th Street, N.W. Washington, DC 20009 202/462-4811 Resources for teachers and administrators.
NAESP	**National Association of Elementary School Principals** 1920 Association Drive Reston, VA 22091 703/620-6100 Resources for teachers and administrators.
NAIS	**National Association of Independent Schools** 18 Tremont Street Boston, MA 02108 617/723-6900 Resources for teachers.
NASSP	**National Association of Secondary School Principals** 1904 Association Drive Reston, VA 22091 703/860-0200 Resources for teachers.
NCEA	**National Catholic Education Association** One Dupont Circle, N.W. Suite 350 Washington, DC 20036 202/293-5954 Materials on peace education.
	National Center for Urban Ethnic Affairs 1521 16th Street, N.W. Washington, DC 20036 202/232-3600 Teaching resources for ethnic studies.
NCBE	**National Clearinghouse for Bilingual Education** 1300 Wilson Boulevard Suite B2-11 Rosslyn, VA 22209 703/522-0710 Resources on bilingual education.
	National Committee for World Food Day 1776 F Street, N.W. Washington, DC 20437 202/376-2306 Resources on world hunger.
NCSS	**National Council for the Social Studies** 3501 Newark Street, N.W. Washington, DC 20016 202/966-7840 Resources for teachers.
NEA	**National Education Association** 1201 16th Street, N.W. Washington, DC 20036 202/833-4000 Resources and services for teachers.
	National Geographic Society Educational Services Department 82 Washington, DC 20036 301/948-5926 Resources on world cultures.
	National Textbook Company 8259 Niles Center Road Skokie, IL 60077 312/679-4210 Resources for teachers.
	Newbury House Publishers, Inc. 54 Warehouse Lane Rowley, MA 01969 617/948-2704 Resources for teachers.
ODC	**Overseas Development Council** 1717 Massachusetts Avenue, N.W. Suite 501 Washington, DC 20036 202/234-8701 Background resources for teachers.
	Oxfam America 115 Broadway Boston, MA 02116 617/482-1211 Resources, slideshows and films on Third World development.

Acronym	Organization
	Peace Studies Program American Friends Service Committee 980 N. Fair Oaks Avenue Pasadena, CA 91103 213/791-1978 Materials, bibliographies, teaching aids and services to help teachers.
Penn State	**Pennsylvania State University** Audiovisual Services University Park, PA 16802 814/865-6314 Films and videotapes for the study of world food issues.
	Pergamon Press Maxwell House Fairview Park Elmsford, NY 10523 914/592-7700 Resources for teachers.
	Planned Parenthood Federation of America, Inc. Population Education Program Department of Education 810 Seventh Avenue New York, NY 10019 212/541-7800 Resources for teaching about population.
PRB	**Population Reference Bureau** 1337 Connecticut Avenue, N.W. Washington, DC 20036 202/785-4664 Background materials for teaching about world resources, Population Information Services.
	Public Television Library 475 L'Enfant Plaza, S.W. Washington, DC 20024 202/488-5000 Audiovisual resource materials.
	Refugee Resettlement Information Exchange Project American Public Welfare Association 1125 Fifteenth Street, N.W. Suite 300 Washington, DC 20005 202/293-7550 Resources for teachers.

Acronym	Organization
RMC	**Refugee Materials Center** U.S. Department of Education 324 East 11th Street, 19th Floor Kansas City, MO 64106 Teaching resources on refugees, ESL materials, bibliography of available resources.
	Research Press Company 2612 N. Mattis Avenue Champaign, IL 61820 217/352-3273 Resources for teachers.
	Rotary International 1600 Ridge Avenue Evanston, IL 60201 312/328-0100 International exchanges for high school students.
	School of International Affairs 1303 International Affairs Building Columbia University New York, NY 10027 212/280-1754 Resources for teachers.
	Science for the People 897 Main Street Cambridge, MA 02139 617/547-0470 Resources for teachers.
	Simile II P.O. Box 910-A B 218 Twelfth Street Del Mar, CA 92014 714/755-0272 Cross-cultural simulations.
SSEC	**Social Science Education Consortium** 855 Broadway Boulder, CO 80302 303/492-8154 Resources for students and teachers.
SSSS	**Social Studies School Service** 10,000 Culver Boulevard P.O. Box 802 Culver City, CA 90230 800/421-4246; in California, 213/839-2436 Print and nonprint materials for students and teachers, developed by a wide variety of publishers and organizations.

Acronym	*Organization*
SIETAR	**Society for Intercultural Education Training and Research** 1414 22nd Street, N.W. Washington, DC 20037 202/862-1990 Resources for teachers.
	Society for Nutrition Education 1736 Franklin Street Suite 900 Oakland, CA 94612 415/444-7133 Resources for teachers.
	Society for Visual Education, Inc. 1345 Diversey Parkway Chicago, IL 60614 312/525-1500 Film strips on many different countries.
SPICE	**Stanford Program on International and Cross-Cultural Education** Lou Henry Hoover Building, Room 200 Stanford University Stanford, CA 94305 415/497-1114 Comprises four individual projects: Bay Area China Education Project (BAYCEP); Teaching Japan in the Schools (TJS); Africa Education Project (AEP); Recursos Educacionales de America Latina (REAL). Resources, curriculum units, workshops for elementary and secondary levels.
TESOL	**Teachers of English to Speakers of Other Languages** 202 D.C. Transit Building Georgetown University Washington, DC 20057 202625-4569 Resources on English as a second language.
TAICH	**Technical Assistance Information Clearing House** American Council of Voluntary Agencies for Foreign Service, Inc. 200 Park Avenue South New York, NY 10003 212/777-8210 Information on Third World development projects.

Acronym	*Organization*
	UNIFILM 419 Park Avenue South New York, NY 10016 212/686-9890 Films for sale or rent on social, political and Third World issues.
UNA-USA	**United Nations Association of the U.S.A.** 300 E. 42nd Street New York, NY 10017 212/697-3232 School service program, bibliographies, newsletter, workshops, information about Model United Nations programs and materials for teachers.
UNFPA	**United Nations Fund for Population Activities** 485 Lexington Avenue New York, NY 10017 212/754-8220 Resources for teaching about population.
UNICEF	**U.S. Committee for UNICEF** 331 E. 38th Street New York, NY 10016 212/686-5522 School service program, workshops and resources for teachers, classroom activity kits.
	U.S. Government Printing Office Washington, DC 20402 202/783-3238 Publications printed by the U.S. government.
	University of Hawaii Press 2840 Kolowalu Honolulu, HI 96822 808/948-8255 Resources for teachers.
VIA	**Volunteers in Asia** Box 4543 Stanford, CA 94305 415/497-3228 or 326-7672 Resources for teachers.

Acronym	Organization
	World Affairs Materials 2676 Bedford Avenue Brooklyn, NY 11210 Materials on world affairs and culture studies, including many for elementary and middle school grades.
	World Eagle 64 Washburn Avenue Wellesley, MA 02181 617/237-1055 Resources for teachers.
	World Education Center c/o World Without War Council 1730 Grove Street Berkeley, CA 94709 415/845-1992 Newsletter (*Peace Notes*), in-service training, workshops, seminars, consulting assistance and resources.
	World Future Society 4916 St. Elmo Avenue Washington, DC 20014 301/656-8274 Workshops for teachers, publications, book service.
	World Hunger Education Service 2000 P Street, N.W. Washington, DC 20036 202/223-2995 Resources for teaching about world hunger, newsletter (*Hunger Notes*).
	World Religions Curriculum Development Center St. Louis Park Public Schools 6425 West 33rd Street Minneapolis, MN 55426 612/925-4300, ext. 168 Resources for teaching about world religions, teacher training workshops, technical assistance.
	World Without War Publications World Without War Council 67 E. Madison, Suite 1417 Chicago, IL 60603 312/236-7459 Resources on current world issues.
YFU	**Youth for Understanding** 3501 Newark Street, N.W. Washington, DC 20016 202/966-6808 International exchanges for high school students, materials.
ZPG	**Zero Population Growth** Population Education Materials 1346 Connecticut Avenue, N.W. Washington, DC 20036 202/785-0100 Resources for teaching about population.

J. Title VI Outreach Centers

There are 70 foreign language and area centers supported by federal funds in the United States. The world regions these study centers include are: Africa, Asia, Canada, Latin America, the Middle East and USSR and Eastern Europe. Some of the centers focus on issues of international scope rather than on geographical areas. All these centers are required by the federal government to commit a small portion of their budgets to serve constituencies outside their own universities.

Many centers have active outreach programs in elementary and secondary education. In addition, several universities and colleges throughout the nation that do not receive funds through the Higher Education Act serve the elementary and secondary schools. Programs vary in scope and size. Some outreach centers limit their activities to coordinating the use of university resources in the community. Other centers have full time staff to develop curriculum materials, compile bibliographies and conduct both in-service and preservice teacher training programs.

Africa

California

African Education Project
Stanford University
200 Lou Henry Hoover Building
Stanford, CA 94305
415/497-1114

African Studies Outreach Program
University of California
Los Angeles, CA 90024
213/825-3686

District of Columbia

Outreach Program
African Studies & Research Program
Howard University
Washington, DC 20059
202/636-7648

Florida

Center for African Studies
Outreach Programs
Grinter Hall
University of Florida
Gainesville, FL 32601
904/392-2183

Illinois

African Studies Program
University of Illinois at
Urbana-Champaign
1208 W. California, Room 101
Urbana, IL 61801
217/333-6335

Center for Sub-Sahara Africa
Northwestern University
630 Dartmouth
Evanston, IL 60201
312/492-7323

Indiana

African Studies Program Outreach
Indiana University
Woodburn Hall
Bloomington, IN 47405
812/337-7587

Massachusetts

Africa in the School & Community
Boston University
125 Bay State Road
Boston, MA 02215
617/353-3673

Michigan

African Studies Education Resource Center
Michigan State University
100 Center for International Programs
East Lansing, MI 48824
517/353-1700

Wisconsin

African Studies Center
University of Wisconsin, Madison
Madison, WI 53706
608/263-2171

Asia

Arizona

East Asian Studies Center
University of Arizona
Tucson, AZ 85721
602/626-5463

California

Bay Area China Educational Program
Lou Henry Hoover Building, Room 221
Stanford University
Stanford, CA 94305
415/497-1115

Asia (cont.)

Center for South
and Southeast Asian Studies
University of California, Berkeley
Berkeley, CA 94720
415/642-3609

JACP
141 E. Third Avenue
San Mateo, CA 94401
415/343-9408

Teaching Japan in the Schools
Lou Henry Hoover Building, Room 200
Stanford University
Stanford, CA 94305
415/497-1114

Connecticut

Council on East Asian Studies
Yale University
85 Trumbull Street
Box 13A, Yale Station
New Haven, CT 06520
203/432-4029

District of Columbia

Youth for Understanding
3501 Newark Street, N.W.
Washington, DC 20016
800/424-3691

Hawaii

East Asian Language & Area Center
c/o Center for Asian & Pacific Studies
1890 East West Road
Honolulu, HI 96822
808/948-8543

Illinois

Center for Asian Studies
University of Illinois
1208 W. California
Urbana, IL 61801
217/333-4850

Center for Far Eastern Studies
The University of Chicago
Kelly Hall 403
5848 University Avenue
Chicago, IL 60637
312/753-2632

Outreach Educational Project of the
South Asia Language and Area Center
University of Chicago
1130 E. 59th Street
Chicago, IL 60637
312/753-4132

Indiana

East Asian Studies Center
Outreach Program
Indiana University
348 Goodbody Hall
Bloomington, IN 47405
812/337-7587

Kansas

Center for East Asian Studies
University of Kansas
Lawrence, KS 66502
913/864-3849

Massachusetts

East Asian Studies Program
Amherst College
Amherst, MA 01002
413/253-9397

Harvard University East Asian
Educational Project
Children's Museum
Jamaica Way
Boston, MA 02130
617/426-6500

Michigan

Project on Asian Studies in Education
(PASE)
130 Lane Hall
University of Michigan
Ann Arbor, MI 48109
313/764-3479

Project on East Asian Studies in Education
(PEASE)
University of Michigan
108 Lane Hall
Ann Arbor, MI 48109
313/764-5109

New Jersey

East Asian Studies
Princeton University
211 Jones Hall
Princeton, NJ 08540
609/452-4276

New York

The Asia Society
Education Department
725 Park Avenue
New York, NY 10021
212/288-6400

East Asian Curriculum Project
Columbia University
East Asian Institute
420 W. 118th Street
New York, NY 10027
212/280-4278

Asia (cont.)

Japan Society, Inc.
Education Department
333 E. 47th Street
New York, NY 10017
212/832-1155

Southeast Asia Project Outreach
Cornell University
120 Uris Hall
Ithaca, NY 14853
607/256-4031

Ohio

East Asian Studies Center
Oberlin College
King Building 141
Oberlin, OH 44074
216/775-8313

School and Community
Outreach Project on Asia
308 Dulles Hall
Ohio State University
230 W. 17th Avenue
Columbus, OH 43210
614/422-9660

Southeast Asian
Outreach Project
Ohio University
Athens, OH 45701
614/594-6457

Pennsylvania

Outreach Project — South Asia Center
University of Pennsylvania
Philadelphia, PA 19174
215/243-7475

Texas

Texas Program for Educational Resources
on Asia (TEXPERA)
University of Texas
Center for Asian Studies, SSB 310
Austin, TX 78712
512/471-5811

Virginia

Center for South Asian Studies
University of Virginia
104 Cocke Hall
Charlottesville, VA 22903
804/924-3741

East Asian Language and Area Center
University of Virginia
Charlottesville, VA 22901
804/295-1808

Washington

East Asia Resource Center
School of International Studies
Thompson Hall, DR-05
University of Washington
Seattle, WA 98195
206/543-1921

South Asia Resource Center
303 Thompson Hall, DR-05
University of Washington
Seattle, WA 98195
206/543-4800

Wisconsin

Center for South Asian Studies
University of Wisconsin — Madison
Madison, WI 53706
608/263-5839

Canada

New York

Center for the Study of Canada
SUNY Plattsburgh
133 Court Street
Plattsburgh, NY 12901
518/564-2086

North Carolina

Canadian Studies Center
Duke University
Durham, NC 27706
919/684-2765

Vermont

Canadian Studies Center
University of Vermont
Burlington, VT 05401
802/656-3062

Washington

Center for Canadian and American Studies
Western Washington University
Bellingham, WA 98225
206/676-3728

Latin America

California

Latin American Studies Center
San Diego State University
San Diego, CA 92182
714/265-6685

Latin America (cont.)

Project REAL
Lou Henry Hoover Building, Room 226
Stanford University
Stanford, CA 94305
415/497-1114

UCLA Latin American Center
University of California, Los Angeles
10343 Bunche
Los Angeles, CA 90024
213/825-1057

Connecticut

Latin American Studies Center
Yale University
New Haven, CT 06520
203/432-4629

Florida

Center for Latin American Studies
Grinter Hall
University of Florida
Gainesville, FL 32601
904/392-0377

Kentucky

Center for Latin American Studies
Western Kentucky University
Bowling Green, KY 42101
502/745-5651

Louisiana

Center for Latin American Studies
Tulane University
New Orleans, LA 70118
504/865-6186

Texas

Institute of Latin American Studies
University of Texas
Austin, TX 78712
512/471-5571

Middle East

California

Center for Middle Eastern Studies
University of California — Berkeley
c/o Institute of International Studies
Berkeley, CA 94720
415/642-8208

Middle East Outreach Council, Inc.
Gustave E. Von Grunebaum Center
for Near Eastern Studies
University of California
405 Hilgard Avenue
Los Angeles, CA 90024
213/825-1571

Massachusetts

Teaching Resource Center
Harvard Center for Middle Eastern Studies
Harvard University
1737 Cambridge Street
Cambridge, MA 02138
617/729-4372

Michigan

Center for Near Eastern
and North African Studies
University of Michigan
144 Lane Hall
Ann Arbor, MI 48109
313/764-8253

New York

Joint Center for Near Eastern Studies
New York University
& Princeton University
New York University
50 Washington Square South
New York, NY 10003
212/598-7994

Pennsylvania

Middle East Studies
University of Pennsylvania
Philadelphia, PA 19174
215/243-6078

Texas

Middle East Studies Center
University of Texas — Austin
Austin, TX 78712
512/471-3881

Utah

Middle East Center
Building 413
University of Utah
Salt Lake City, UT 84112
801/581-7143

Washington

Near East Resource Center (NERC)
University of Washington
219 Denny Hall (DH-20)
Seattle, WA 98195
206/543-9091

USSR & Eastern Europe

California

Center for Slavic
& East European Studies
University of California-Berkeley
Berkeley, CA 94720
415/642-3230

Illinois

Russian & East European Center
University of Illinois
1208 W. California
Urbana, IL 61801
217/333-6022

Indiana

Russian & East European Institute
Indiana University
Ballantine Hall 565
Bloomington, IN 47405
812/337-7309

Massachusetts

Teacher Resource Center of the
Soviet and East European Language
& Area Center
Harvard University
1737 Cambridge Street
Cambridge, MA 02138
617/495-5852

Ohio

Center for Slavic and East European Studies
Dulles Hall, Room 344
Ohio State University
230 W. 17th Street
Columbus, OH 43210
614/422-8770

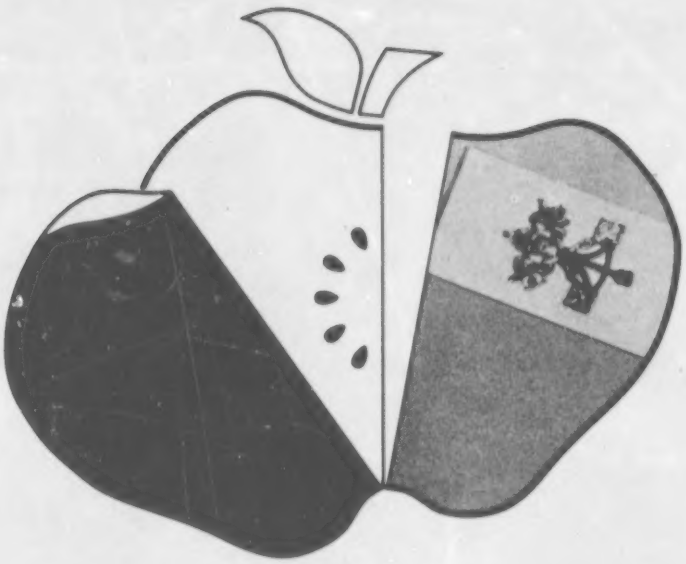
Food/Hunger

Center for the Study of World Food Issues
Cornell University
Ithaca, NY 14850
607/256-3037

International Relations

Center for Teaching International Relations
Graduate School of International Studies
University of Denver
Denver, CO 80208
303/753-2426

V. Evaluation



The reasons for and importance of evaluating cross-cultural learning are aptly described by George Renwick in the introduction to his publication, *Evaluation Handbook for Cross-Cultural Training and Multicultural Education*, 1980, pages 1-2, part of which is reprinted below with permission from Intercultural Press, Inc.

> Our most fundamental purpose, as teachers and trainers responsible for intercultural courses and programs, is to stimulate learning. Our own professional preparation, the design of our courses and programs, the particular methods and materials we carefully choose — all these are intended to deepen the learning of our students and participants. Seldom, however, do teachers and trainers ask themselves, *Has there actually been any learning?* If so, what kind of learning? Is it what we intended? If our best efforts have resulted in some learning, how much learning has there been? For whom? And how long will the learning be retained? Does it become the basis and means for still further learning over time, or is it quickly extinguished?
>
> As is true with most questions in the social sciences, it is difficult to come up with conclusive answers. When dealing with people, especially changes within and between people, proof is elusive. Evidence, however, is available; indications, clues and signals can be obtained; they suggest answers to these fundamental questions and are therefore indispensable.
>
> Evidence is gathered through evaluation. Revealing evaluation does require some thought and effort, but it can be done with less technical knowledge than many teachers and trainers realize. For some kinds of evaluation, for example, a knowledge of statistics is not necessary. A rather simple, carefully designed evaluation of a carefully designed course or program can yield surprising insights and suggest new, very promising directions. Evaluation can become, in other words, the primary channel through which the *teacher* learns. What is learned through this channel is often extremely interesting. Further, of course, what the teacher learns enables the teacher to increase what the student learns.
>
> Let's be more specific. We are not concerned with all kinds of learning; we are concerned, much concerned, about learning how to function and grow within, and contribute to, pluralistic societies. Multicultural education and cross-cultural training can be defined as a structured process designed to foster understanding, acceptance and effective interaction among people of many different cultures. The question we must now ask is: How do we know, in the midst of this process, whether we are actually fostering understanding, acceptance and effective interaction?
>
> Still more specifically, through multicultural education and cross-cultural training we attempt to build an awareness of one's own cultural heritage, and to build those skills in analysis and communication that contribute to an ability to function effectively in multicultural environments. The question now: How do we know that students and program participants, as a result of our efforts, *have* developed more cultural self-awareness and more competence (and confidence) in intercultural analysis and intercultural communication? We know this, or can at least estimate this, through basic evaluation procedures.

It is not in the scope of this publication to analyze basic evaluation procedures, but many excellent publications are available in this field. A number of evaluation resources are listed in Renwick's book, which is described on page 22 of this publication.

A necessity in any evaluation is to establish the goals and objectives at the outset and then determine a method to discover whether those goals and objectives are being achieved. Some fairly simple evaluation tools can be designed such as a brief questionnaire for students relating to a specific activity being conducted. These questionnaires can be completed both before and after the activity to see if attitudes have changed. How did the students — foreign and American — feel about the subject before the activity? after? Did their views change because of something they learned about another culture or about how the activity was viewed by persons from another culture? Questions can be specifically related to the topic being studied. Or have students keep a journal of their impressions over a period of time so they can see whether their attitudes are changing as they become more knowledgeable about other countries of the world and people from different cultures.

Students and teachers can brainstorm together about those things in international/global education that are exciting, stimulating and personally rewarding. What are the perceptions of students from different cultural backgrounds? How can American and foreign students best learn from each other, share differences and increase each others' understanding?

A different type of evaluation, but one helpful to students and teachers alike, is to have foreign students in the classroom critique materials about their countries which are being used in the class. Is the information correct and up to date? How have views of persons from their country changed about a specific issue in recent years or because of a particular event?

There are many types of evaluation and many ways in which information can be gathered and assessed so students and teachers alike can learn whether cross-cultural awareness and communication have been heightened. An important part of the learning process is evaluating what has been learned, how that knowledge affects and changes attitudes and how the new knowledge will assist students in living in an increasingly interconnected world in a more meaningful way. Evaluation is a learning tool which can be valuable to both students and teachers.

Index

80

How to Use the Index

This index was compiled to provide assistance in identifying activities and resources most appropriate for specific grade levels and subjects. In Sections II (Short-term, School-wide Activities) and III (Classroom Activities), activities have been numbered within each category. These numbers do not indicate preferential or chronological order; they are merely to simplify the compilation and use of the index.

Similarly, in Section IV (Resource Materials and Organizations), materials, which are listed alphabetically within each section, have been assigned numbers or letters to simplify the compilation and use of the index. (The publications listed in Section H, "Administrative Issues," have not been numbered and are not included in the Index, as all these materials are concerned with general administrative matters affecting foreign students of all ages studying all subjects.)

The Index has been divided into the following categories:

Page

Grade Level
- General K-12 75
- Primary (K-3) 77
- Upper Elementary (4-6) 78
- Secondary (7-12) 80

Subject
- English (E) 87
- Fine Arts (A) 89
- Foreign Languages (L) 90
- Home Economics (H) 91
- Math and Science (M) 93
- Physical Education (P) 93
- Social Studies (S) 94

Each category lists appropriate activities (by name or number) which appear in Sections I, II and III and resources (by number or letter) which are in Section IV of this publication by the subdivisions contained in each section. A cross-reference is provided indicating which activities at specific grade levels are appropriate to what subjects (identified by the capital letter following the subject title above) and vice versa.

Grade Level

General K-12

	Subject	Page
I. Long-term, School-wide Activities		
C. Multilingual/Multicultural Programs	E,A,L,H,M,S	4
D. Peer Tutoring Programs	E,L,H,M,S	5
F. Global Education/Community Discovery Projects	L,H,S	6
II. Short-term, School-wide Activities		
A. Student/Classroom Sharing		
1.	all	9
3.	H,S	9
4.	E,A,L,S	9
B. Field Trips/Community Exploration		
1.	E,S	9
D. Folklore/Customs		
1.	S	9
2.	E,L,H,S	9
3.	L,S	9
4.	E,L,S	9
5.	E,L,S	9
6.	E,L,H,S	9
7.	E,L,H,S	10
8.	all	10
E. Language		
1.	E,L,S	10
2.	E,L,S	10
F. Current Events/Political Issues		
3.	E,S	10
III. Classroom Activities		
A. Student/Classroom Sharing		
1.	S	13
3.	S	13
4.	S	13
5. (esp. grades 7-12)	M	13
9.	E,A,L,H,M,S	13
13.	E,L,H,S	13
B. Field Trips/Community Exploration		
5.	E,L,S	14
D. Folklore/Customs		
1.	E,L,S	14
2.	E,A,L,S	14
7.	E,S	15
14.	M	15
15.	E,S	15
F. Language		
1.	E,M,S	16
3.	all	16
IV. Resource Materials		
A. Increasing General Global Awareness		
1.	L,S	21
2.	S	21
9.	all	22
10.	all	22
11.	all	22
13.	all	22
14.	all	22
20.	all	23
21.	all	23

	Subject	Page
22.	E,L,S	23
27.	all	24
28.	S	24
32.	S	24
34.	all	24
35.	all	25
36.	all	25
42.	S	25
45.	S	26
B. Current World Issues		
3. World Economics/Food Supply		
n.	S	29
C. Ethnic Studies		
3.	S	34
4.	S	34
6.	S	34
D. Cultural Studies: By Subject		
2. Aging and Death		
e.	S	35
3. The Arts		
a. (esp. grades K-8)	A	35
b. (esp. grades K-8)	A	35
c.	A	35
e. (esp. grades K-5)	A	35
f.	A,P	35
g.	A	36
4. Clothing and Shelter		
c.	S	36
5. Folklore		
a. (esp. grades K-8)	S	36
g.	E	37
h.	E	37
j.	E	37
6. Food and Cookbooks		
a. (esp. grades K-8)	H	37
b.	H	37
c. (esp. grades 3-12)	H	37
d.	H	37
7. Games and Toys		
a. (esp. grades K-8)	A	37
c. (esp. grades K-8)	A,P	37
e.	A	38
8. Holidays and Festivals		
a.	S	38
b.	S	38
c.	S	38
d.	S	38
e.	S	38
10. Religion		
d.	S	39
e.	S	39
E. Cultural Studies: By Country/Area		
1. General		
b.	S	39
c.	S	40
2. Asia		
c.	S	40
e.	S	40
g.	S	40
m.	A	41
q.	E	42

	Subject	Page
General K-12 (cont.)		
3. Europe		
g.	S	42
4. Latin America		
a.	S	43
d.	S	43
k.	A	44
5. The Middle East/North Africa		
b. (esp. grades K-8)	A,S	44
h.	A	45
6. North America		
b.	S	45
e.	A	45
8. Sub-Saharan Africa		
c.	S	46
g.	A	46
9. Information on Refugees		
c.	S	47
e.	S	47
F. Visual Aids		
1. Films/Videotapes/Filmstrips/Slide Shows		
u. (esp. grades 3-9)	S	49
2. Posters/Charts/Maps		
a. (esp. grades 1-9)	S	51
c.	S	51
i.	H,S	51
j.	S	51
k.	S	51
l.	S	51
3. Miscellaneous		
c.	S	52
d.	S	52
e.	S	52
Primary (K-3)		
III. Classroom Activities		
A. Student/Classroom Sharing		
2.	E,L,H,M,S	13
IV. Resource Materials		
A. Increasing General Global Awareness		
44.	all	25
B. Current World Issues		
3. World Economics/Food Supply		
z.	S	30
D. Cultural Studies: By Subject		
3. The Arts		
d.	A	35
4. Clothing and Shelter		
a.	S	36
5. Folklore		
i.	E	37
7. Games and Toys		
b.	A,P	37
11. Roles of Women and Men		
b.	S	39
E. Cultural Studies: By Country/Area		
3. Europe		
e.	A	42
5. The Middle East/North Africa		
f.	S	44

Primary (K-3) (cont.)	Subject	Page
F. Visual Aids		
1. Films/Videotapes/Filmstrips/Slide Shows		
z.	S	50
3. Miscellaneous		
b.	S	52
Upper Elementary (4-6)		
II. Short-term, School-wide Activities		
C. Written Exercises		
1.	E,S	9
2.	E,L,S	9
III. Classroom Activities		
A. Student/Classroom Sharing		
2.	E,L,H,M,S	13
7.	E,S	13
B. Field Trips/Community Exploration		
1.	S	14
2.	H,S	14
3.	S	14
C. Written Exercises		
1.	E,S	14
2.	E,S	14
3.	E,S	14
4.	E,S	14
5.	E,S	14
D. Folklore/Customs		
3.	E,H,S	14
4.	E,H,S	14
5.	A,H,S	14
6.	E,L,S	15
8.	E,S	15
9.	E	15
10.	E,S	15
11.	P	15
13.	H,S	15
E. Games/Exercises		
1.	P,S	15
3.	L,S	16
4.	S	16
5.	H,S	16
F. Language		
2.	L,S	16
5.	E,S	16
6.	L	16
G. Current Events/Political Issues		
2.	S	17
4.	E,L,S	17
6.	S	17
9.	E,S	17
IV. Resource Materials		
A. Increasing General Global Awareness		
7.	S	21
24.	S	23
26. (esp. grades 5-6)	S	23
37.	S	25
44.	all	25

Upper Elementary (4–6) (cont.)

	Subject	Page
B. Current World Issues		
1. International Relations		
b. (esp. grade 6)	S	26
g.	S	26
j. (esp. grade 6)	S	27
3. World Economics/Food Supply		
c.	S	28
d.	H,S	28
e.	S	28
j.	S	28
m.	S	29
o.	S	29
s.	S	29
u. (esp. grade 6)	S	29
v.	S	29
z.	S	30
4. World Energy/The Environment		
g.	M,S	31
h.	M	31
l.	M,S	31
m. (esp. grade 6)	M,S	31
5. World Population		
g.	S	32
i.	S	32
l.	S	33
m.	S	33
p.	S	33
q.	S	33
r. (esp. grade 6)	S	33
s. (esp. grade 6)	S	33
C. Ethnic Studies		
1.	S	34
D. Cultural Studies: By Subject		
1. General		
a.	S	34
2. Aging and Death		
a.	S	35
5. Folklore		
b.	E	36
d.	E	36
e.	E	36
f.	E	36
7. Games and Toys		
b.	A,P	37
d.	A,P	38
8. Holidays and Festivals		
f.	S	38
9. Law and Order		
a. (esp. grade 6)	S	38
b.	S	38
10. Religion		
a.	S	38
c.	S	39
11. Roles of Women and Men		
a. (esp. grade 6)	S	39
d.	S	39
E. Cultural Studies: By Country/Area		
1. General		
a.	S	39
2. Asia		
f.	S	40
j. (esp. grades 5–6)	S	41

Upper Elementary (4-6) (cont.)

	Subject	Page
k.	E,L,S	41
l.	S	41
n. (esp. grades 5-6)	S	41
3. Europe		
b.	S	42
c.	S	42
d.	E,L,S	42
e.	A	42
f.	S	42
4. Latin America		
c.	S	43
h.	S	43
j.	S	43
l. (esp. grades 5-6)	S	44
5. The Middle East/North Africa		
e.	E,L,S	44
6. North America		
c.	S	45
d.	E,L,S	45
f.	S	45
8. Sub-Saharan Africa		
d. (esp. grades 5-6)	S	46
9. Information on Refugees		
d.	S	47
F. Visual Aids		
1. Films/Videotapes/Filmstrips/Slide Shows		
b.	S	47
c.	S	47
e.	S	48
g.	S	48
k.	S	48
p.	S	49
s.	S	49
v.	S	49
w.	S	49
y.	S	50
bb.	S	50
ee.	S	50
hh.	H	50
2. Posters/Charts/Maps		
f.	S	51
g.	S	51
m.	S	52
n.	S	52
3. Miscellaneous		
a.	S	52
G. Cross-cultural Simulations		
9.	E,L,S	53
11.	S	53

Secondary (7-12)

I. Long-term, School-wide Activities		
A. School of International Studies (SIS) (esp. grades 9-12)	E,A,L,S	3
B. Center for International Studies/Magnet Programs (esp. grades 9-12)	A,L,S	3
E. Intercultural and International Communication Courses	L,S	5
G. International Student Exchange Programs (esp. grades 11-12)	A,L,S	6

Secondary (7-12) (cont.)

	Subject	Page
II. Short-term, School-wide Activities		
A. Student/Classroom Sharing		
2.	L	9
C. Written Exercises		
1.	E,S	9
2.	E,L,S	9
E. Language		
3.	L	10
4.	L	10
F. Current Events/Political Issues		
1.	S	10
2.	S	10
4.	S	10
III. Classroom Activities		
A. Student/Classroom Sharing		
6.	L,M,S	13
7.	E,S	13
8.	E,A,L,S	13
10.	E,S	13
11.	E,L,H,M,S	13
12.	H	13
B. Field Trips/Community Exploration		
1.	S	14
2.	H,S	14
3.	S	14
4.	E,S	14
C. Written Exercises		
1.	E,S	14
2.	E,S	14
3.	E,S	14
4.	E,S	14
5.	E,S	14
D. Folklore/Customs		
3.	E,H,S	14
4.	E,H,S	14
5.	A,H,S	14
6.	E,L,S	15
8.	E,S	15
9.	E	15
10.	E,S	15
11.	P	15
12.	H	15
13.	H,S	15
E. Games/Exercises		
1.	P,S	15
2.	E,L,S	16
3.	L,S	16
4.	S	16
5.	H,S	16
F. Language		
2.	L,S	16
4.	L	16
5.	E,S	16
6.	L	16
G. Current Events/Political Issues		
1.	E,S	16
2.	S	17
3. (esp. grades 9-12)	E,S	17
4.	E,L,S	17
5.	S	17
6.	S	17

	Subject	Page
7.	E,S	17
8.	E,L,S	17
9.	E,S	17

IV. Resource Materials

A. Increasing General Global Awareness

3.	S	21
4. (esp. grades 11-12)	S	21
5.	L	21
6.	S	21
7. (esp. grades 7-9)	S	21
8. (esp. grades 9-12)	S	21
12. (esp. grades 10-12)	S	22
15. (esp. grades 9-12)	S	22
16.	S	22
17.	S	22
18.	all	22
19.	all	23
23.	S	23
25. (esp. grades 9-12)	S	23
26. (esp. grades 7-8)	S	23
29. (esp. grades 9-12)	S	24
30. (esp. grades 9-12)	S	24
31.	all	24
33.	S	24
38.	L	25
39.	E,S	25
40.	S	25
41. (esp. grades 9-12)	E,L,S	25
43.	L	25

B. Current World Issues

1. International Relations

a.	S	26
b.	S	26
c.	S	26
d. (esp. grades 9-12)	S	26
e.	S	26
f. (esp. grades 9-12)	S	26
g.	S	26
h. (esp. grades 11-12)	S	26
i. (esp. grades 11-12)	S	27
j.	S	27
k. (esp. grades 11-12)	S	27
l. (esp. grades 11-12)	S	27
m. (esp. grades 9-12)	S	27
n.	S	27

2. The United Nations

a. (esp. grades 9-12)	S	27
b. (esp. grades 9-12)	S	27
c.	S	27
d.	S	27
e. (esp. grades 9-12)	S	27
f.	S	27

3. World Economics/Food Supply

a. (esp. grades 9-12)	S	28
b. (esp. grades 9-12)	S	28
c.	S	28
d.	H,S	28
e.	S	28
f. (esp. grades 11-12)	S	28
g.	S	28
h. (esp. grades 9-12)	S	28

Secondary (7-12) (cont.)

	Subject	Page
l.	S	28
j.	S	28
k. (esp. grades 11-12)	S	28
l.	S	28
m.	S	29
o.	S	29
p.	S	29
q.	S	29
r.	S	29
s.	S	29
t. (esp. grades 9-12)	S	29
u.	S	29
v.	S	29
w. (esp. grade 7)	S	30
x.	S	30
y. (esp. grades 9-12)	S	30
aa. (esp. grades 9-12)	S	30
bb.	S	30
4. World Energy/The Environment		
a.	S	30
b. (esp. grades 11-12)	S	30
c.	S	30
d. (esp. grades 9-12)	S	30
e.	S	31
f.	S	31
g.	M,S	31
h.	M	31
i.	S	31
j.	M,S	31
k.	M,S	31
l.	M,S	31
m.	M,S	31
n. (esp. grade 7)	S	31
o.	S	31
p.	S	32
5. World Population		
a.	S	32
b.	S	32
c.	S	32
d.	S	32
e.	S	32
f.	S	32
h.	S	32
j.	S	32
k.	S	33
l.	S	33
m.	S	33
n. (esp. grades 11-12)	S	33
o.	S	33
p.	S	33
q. (esp. grades 7-8)	S	33
r.	S	33
s.	S	33
t. (esp. grade 7)	S	33
u.	S	33
v. (esp. grades 11-12)	S	33
w.	S	34
C. Ethnic Studies		
1.	S	34
2.	S	34
5. (esp. grades 9-12)	S	34

Secondary (7-12) (cont.)

	Subject	Page
D. Cultural Studies: By Subject		
1. General		
a.	S	34
b. (esp. grades 11-12)	S	34
2. Aging and Death		
a.	S	35
b.	S	35
c.	S	35
d.	S	35
3. The Arts		
h.	A	36
4. Clothing and Shelter		
b. (esp. grades 7-9)	S	36
5. Folklore		
b.	E	36
c.	E	36
d.	E	36
e.	E	36
f.	E	36
7. Games and Toys		
f.	S	38
9. Law and Order		
a.	S	38
10. Religion		
a.	S	38
b.	S	38
c.	S	39
11. Roles of Women and Men		
a.	S	39
c.	S	39
d.	S	39
e.	S	39
E. Cultural Studies: By Country/Area		
1. General		
a.	S	39
d.	S	40
2. Asia		
a.	S	40
b.	S	40
d.	S	40
f.	S	40
h.	S	41
i.	A,S	41
j.	S	41
k.	E,L,S	41
l. (esp. grades 7-8)	S	41
n. (esp. grades 7-10)	S	41
o.	S	41
p.	E,A,S	41
3. Europe		
a.	S	42
b.	S	42
c.	S	42
d.	E,L,S	42
f.	S	42
h.	S	42
4. Latin America		
b.	S	43
c.	S	43
e.	S	43
f.	S	43
g. (esp. grades 9-12)	S	43

	Subject	Page
h.	S	43
i.	S	43
j.	S	43
l. (esp. grades 7-10)	S	44
5. The Middle East/North Africa		
a.	S	44
c.	S	44
d. (esp. grades 9-12)	S	44
e.	E,L,S	44
g.	S	44
i.	S	45
6. North America		
a.	S	45
c.	S	45
d.	E,L,S	45
f.	S	45
7. South Pacific/Australia		
a.	S	45
8. Sub-Saharan Africa		
a.	S	45
b.	S	46
d. (esp. grades 7-10)	S	46
e.	S	46
f.	S	46
h.	S	46
i.	S	46
9. Information on Refugees		
a.	S	46
b.	S	47
d.	S	47
f.	S	47
g.	S	47
h.	S	47
i.	S	47
F. Visual Aids		
1. Films/Videotapes/Filmstrips/Slide Shows		
a.	S	47
c.	S	47
d.	S	48
e.	S	48
f.	S	48
g.	S	48
h.	S	48
i.	S	48
j.	S	48
k.	S	48
l.	S	48
m.	S	49
n.	S	49
o.	S	49
p.	S	49
q.	S	49
r.	S	49
s.	S	49
t.	S	49
v.	S	49
w.	S	49
x.	S	50
y.	S	50
aa.	S	50
bb.	S	50
cc.	S	50

	Subject	Page
dd.	S	50
ee.	S	50
ff.	S	50
gg.	S	50
hh.	H	50
ii.	S	50
2. Posters/Charts/Maps		
b.	S	51
d.	S	51
e.	S	51
f.	S	51
g.	S	51
h.	S	51
m.	S	52
n.	S	52
3. Miscellaneous		
a.	S	52
G. Cross-cultural Simulations		
1. (esp. grades 9-12)	S	52
2. (esp. grades 9-12)	S	52
3.	E,L,S	52
4. (esp. grades 9-12)	S	52
5. (esp. grades 9-12)	S	52
6.	S	52
7.	S	53
8.	S	53
10.	S	53
11.	S	53

Subject

English (E)

	Grade Level	Page
I. Long-term, School-wide Activities		
A. School of International Studies (SIS)	7-12 (esp. 9-12)	3
C. Multilingual/Multicultural Programs	K-12	4
D. Peer Tutoring Programs	K-12	5
II. Short-term, School-wide Activities		
A. Student/Classroom Sharing		
1.	K-12	9
4.	K-12	9
B. Field Trips/Community Exploration		
1.	K-12	9
C. Written Exercises		
1.	4-6, 7-12	9
2.	4-6, 7-12	9
D. Folklore/Customs		
2. (ESL)	K-12	9
4. (ESL)	K-12	9
5. (ESL)	K-12	9
6.	K-12	9
7.	K-12	10
8.	K-12	10
E. Language		
1. (ESL)	K-12	10
2. (ESL)	K-12	10
F. Current Events/Political Issues		
3. (ESL)	K-12	10
III. Classroom Activities		
A. Student/Classroom Sharing		
2.	K-3, 4-6	13
7. (ESL)	4-6, 7-12	13
8.	7-12	13
9.	K-12	13
10.	7-12	13
11.	7-12	13
13.	K-12	13
B. Field Trips/Community Exploration		
4.	7-12	14
5.	K-12	14
C. Written Exercises		
1.	4-6, 7-12	14
2.	4-6, 7-12	14
3.	4-6, 7-12	14
4.	4-6, 7-12	14
5.	4-6, 7-12	14
D. Folklore/Customs		
1.	K-12	14
2.	K-12	14
3. (ESL)	4-6, 7-12	14
4. (ESL)	4-6, 7-12	14
6.	4-6, 7-12	15
7.	K-12	15
8.	4-6, 7-12	15
9.	4-6, 7-12	15
10.	4-6, 7-12	15
15.	K-12	15
E. Games/Exercises		
2.	7-12	16

English (cont.)

	Grade Level	Page
F. Language		
1.	K-12	16
3.	K-12	16
5.	4-6, 7-12	16
G. Current Events/Political Issues		
1.	7-12	16
3.	7-12 (esp. 9-12)	17
4.	4-6, 7-12	17
7.	7-12	17
8.	7-12	17
9.	4-6, 7-12	17
IV. Resource Materials		
A. Increasing General Global Awareness		
9.	K-12	22
10.	K-12	22
11.	K-12	22
13.	K-12	22
14.	K-12	22
18.	7-12	22
19.	7-12	23
20.	K-12	23
21.	K-12	23
22.	K-12	23
27.	K-12	24
31.	7-12	24
34.	K-12	24
35.	K-12	25
36.	K-12	25
39.	7-12	25
41.	7-12 (esp. 9-12)	25
44.	K-3, 4-6	25
D. Cultural Studies: By Subject		
5. Folklore		
b.	4-6, 7-12	36
c.	7-12	36
d.	4-6, 7-12	36
e.	4-6, 7-12	36
f.	4-6, 7-12	36
g.	K-12	37
h.	K-12	37
i.	K-3	37
j.	K-12	37
E. Cultural Studies: By Country/Area		
2. Asia		
k.	4-6, 7-12	41
p.	7-12	41
q.	K-12	42
3. Europe		
d.	4-6, 7-12	42
5. The Middle East/North Africa		
e.	4-6, 7-12	44
6. North America		
d.	4-6, 7-12	45
G. Cross-cultural Simulations		
3.	7-12	52
9.	4-6	53

Fine Arts (A)

	Grade Level	Page
I. Long-term, School-wide Activities		
A. School of International Studies (SIS)	7-12 (esp. 9-12)	3
B. Center for International Studies/Magnet Programs	7-12 (esp. 9-12)	3
C. Multilingual/Multicultural Programs	K-12	4
G. International Student Exchange Programs	7-12 (esp. 11-12)	6
II. Short-term, School-wide Activities		
A. Student/Classroom Sharing		
1.	K-12	9
4.	K-12	9
D. Folklore/Customs		
8.	K-12	10
III. Classroom Activities		
A. Student/Classroom Sharing		
8.	7-12	13
9.	K-12	13
D. Folklore/Customs		
2.	K-12	14
5.	4-6, 7-12	14
F. Language		
3.	K-12	16
IV. Resource Materials		
A. Increasing General Global Awareness		
9.	K-12	22
10.	K-12	22
11.	K-12	22
13.	K-12	22
14.	K-12	22
18.	7-12	22
19.	7-12	23
20.	K-12	23
21.	K-12	23
27.	K-12	24
31.	7-12	24
34.	K-12	24
35.	K-12	25
36.	K-12	25
44.	K-3, 4-6	25
D. Cultural Studies: By Subject		
3. The Arts		
a.	K-12 (esp. K-8)	35
b.	K-12 (esp. K-8)	35
c.	K-12	35
d.	K-3	35
e.	K-12 (esp. K-5)	35
f.	K-12	35
g.	K-12	36
h.	7-12	36
7. Games and Toys		
a.	K-12 (esp. K-8)	37
b.	K-3, 4-6	37
c.	K-12 (esp. K-8)	37
d.	4-6	38
e.	K-12	38
E. Cultural Studies: By Country/Area		
2. Asia		
i.	7-12	41
m.	K-12	41
p.	7-12	41

Fine Arts (cont.)

	Grade Level	Page
3. Europe		
e.	K-3, 4-6	42
4. Latin America		
k.	K-12	44
5. The Middle East/North Africa		
b.	K-12 (esp. K-8)	44
h.	K-12	45
6. North America		
e.	K-12	45
8. Sub-Saharan Africa		
g.	K-12	46

Foreign Languages (L)

I. Long-term, School-wide Activities		
A. School of International Studies (SIS)	7-12 (esp. 9-12)	3
B. Center for International Studies/Magnet Programs	7-12 (esp. 9-12)	3
C. Multilingual/Multicultural Programs	K-12	4
D. Peer Tutoring Programs	K-12	5
E. Intercultural and International Communication Courses	7-12	5
F. Global Education/Community Discovery Projects	K-12	6
G. International Student Exchange Programs	7-12 (esp. 11-12)	6
II. Short-term, School-wide Activities		
A. Student/Classroom Sharing		
1.	K-12	9
2.	7-12	9
4.	K-12	9
C. Written Exercises		
2.	4-6, 7-12	9
D. Folklore/Customs		
2.	K-12	9
3.	K-12	9
4.	K-12	9
5.	K-12	9
6.	K-12	9
7.	K-12	10
8.	K-12	10
E. Language		
1.	K-12	10
2.	K-12	10
3.	7-12	10
4.	7-12	10
III. Classroom Activities		
A. Student/Classroom Sharing		
2.	K-3, 4-6	13
6.	7-12	13
8.	7-12	13
9.	K-12	13
11.	7-12	13
13.	K-12	13
B. Field Trips/Community Exploration		
5.	K-12	14
D. Folklore/Customs		
1.	K-12	14
2.	K-12	14
6.	4-6, 7-12	15

Foreign Languages (cont.)

	Grade Level	Page
E. Games/Exercises		
2.	7-12	16
3.	4-6, 7-12	16
F. Language		
2.	4-6, 7-12	16
3.	K-12	16
4.	7-12	16
6.	4-6, 7-12	16
G. Current Events/Political Issues		
4.	4-6, 7-12	17
8.	7-12	17
IV. Resource Materials		
A. Increasing General Global Awareness		
1.	K-12	21
5.	7-12	21
9.	K-12	22
10.	K-12	22
11.	K-12	22
13.	K-12	22
14.	K-12	22
18.	7-12	22
19.	7-12	23
20.	K-12	23
21.	K-12	23
22.	K-12	23
27.	K-12	24
31.	7-12	24
34.	K-12	24
35.	K-12	25
36.	K-12	25
38.	7-12	25
41.	7-12 (esp. 9-12)	25
43.	7-12	25
44.	K-3, 4-6	25
E. Cultural Studies: By Country/Area		
2. Asia		
k.	4-6, 7-12	41
3. Europe		
d.	4-6, 7-12	42
5. The Middle East/North Africa		
e.	4-6, 7-12	44
6. North America		
d.	4-6, 7-12	45
G. Cross-Cultural Simulations		
3.	7-12	52
9.	4-6	53

Home Economics (H)

I. Long-term, School-wide Activities		
C. Multilingual/Multicultural Programs	K-12	4
D. Peer Tutoring Programs	K-12	5
F. Global Education/Community Discovery Projects	K-12	6
II. Short-term, School-wide Activities		
A. Student/Classroom Sharing		
1.	K-12	9
3.	K-12	9

	Grade Level	Page
D. Folklore/Customs		
2.	K-12	9
6.	K-12	9
7.	K-12	10
8.	K-12	10
III. Classroom Activities		
A. Student/Classroom Sharing		
2.	K-3, 4-6	13
9.	K-12	13
11.	7-12	13
12.	7-12	13
13.	K-12	13
B. Field Trips/Community Exploration		
2.	4-6, 7-12	14
D. Folklore/Customs		
3.	4-6, 7-12	14
4.	4-6, 7-12	14
5.	4-6, 7-12	14
12.	7-12	15
13.	4-6, 7-12	15
E. Games/Exercises		
5.	4-6, 7-12	16
F. Language		
3.	K-12	16
IV. Resource Materials		
A. Increasing General Global Awareness		
9.	K-12	22
10.	K-12	22
11.	K-12	22
13.	K-12	22
14.	K-12	22
18.	7-12	22
19.	7-12	23
20.	K-12	23
21.	K-12	23
27.	K-12	24
31.	7-12	24
34.	K-12	24
35.	K-12	25
36.	K-12	25
44.	K-3, 4-6	25
B. Current World Issues		
3. World Economics/Food Supply		
d.	4-6, 7-12	28
D. Cultural Studies: By Subject		
6. Food and Cookbooks		
a.	K-12 (esp. K-8)	37
b.	K-12	37
c.	K-12 (esp. 3-12)	37
d.	K-12	37
F. Visual Aids		
1. Films/Videotapes/Filmstrips/Slide Shows		
hh.	4-6, 7-12	50
2. Posters/Charts/Maps		
i.	K-12	51

Math and Science (M)

	Grade Level	Page
I. Long-term, School-wide Activities		
C. Multilingual/Multicultural Programs	K-12	4
D. Peer Tutoring Programs	K-12	5
II. Short-term, School-wide Activities		
A. Student/Classroom Sharing		
1.	K-12	9
D. Folklore/Customs		
8.	K-12	10
III. Classroom Activities		
A. Student/Classroom Sharing		
2.	K-3, 4-6	13
5.	K-12 (esp. 7-12)	13
6.	7-12	13
9.	K-12	13
11.	7-12	13
D. Folklore/Customs		
14.	K-12	15
F. Language		
1.	K-12	16
3.	K-12	16
IV. Resource Materials		
A. Increasing General Global Awareness		
9.	K-12	22
10.	K-12	22
11.	K-12	22
13.	K-12	22
14.	K-12	22
18.	7-12	22
19.	7-12	23
20.	K-12	23
21.	K-12	23
27.	K-12	24
31.	7-12	24
34.	K-12	24
35.	K-12	25
36.	K-12	25
44.	K-3, 4-6	25
B. Current World Issues		
4. World Energy/The Environment		
g.	4-6, 7-12	31
h.	4-6, 7-12	31
j.	7-12	31
k.	7-12	31
l.	4-6, 7-12	31
m.	4-6, 7-12 (esp. 6-12)	31

Physical Education (P)

II. Short-term, School-wide Activities		
A. Student/Classroom Sharing		
1.	K-12	9
D. Folklore/Customs		
8.	K-12	10
III. Classroom Activities		
D. Folklore/Customs		
11.	4-6, 7-12	15

Physical Education (cont.)

	Grade Level	Page
E. Games/Exercises		
1.	4-6, 7-12	15
F. Language		
3.	K-12	16
IV. Resource Materials		
A. Increasing General Global Awareness		
9.	K-12	22
10.	K-12	22
11.	K-12	22
13.	K-12	22
14.	K-12	22
18.	7-12	22
19.	7-12	23
20.	K-12	23
21.	K-12	23
27.	K-12	24
31.	7-12	24
34.	K-12	24
35.	K-12	25
36.	K-12	25
44.	K-3, 4-6	25
D. Cultural Studies: By Subject		
3. The Arts		
f.	K-12	35
7. Games and Toys		
b.	K-3, 4-6	37
c.	K-12 (esp. K-8)	37
d.	4-6	38

Social Studies (S)

I. Long-term, School-wide Activities		
A. School of International Studies (SIS)	7-12 (esp. 9-12)	3
B. Center for International Studies/Magnet Programs	7-12 (esp. 9-12)	3
C. Multilingual/Multicultural Programs	K-12	4
D. Peer Tutoring Programs	K-12	5
E. Intercultural and International Communication Courses	7-12	5
F. Global Education Community Discovery Projects	K-12	6
G. International Student Exchange Programs	7-12 (esp. 11-12)	6
II. Short-term, School-wide Activities		
A. Student/Classroom Sharing		
1.	K-12	9
3.	K-12	9
4.	K-12	9
B. Field Trips/Community Exploration		
1.	K-12	9
C. Written Exercises		
1.	4-6, 7-12	9
2.	4-6, 7-12	9
D. Folklore/Customs		
1.	K-12	9
2.	K-12	9
3.	K-12	9
4.	K-12	9
5.	K-12	9
6.	K-12	9
7.	K-12	10
8.	K-12	10

Social Studies (cont.)

	Grade Level	Page
E. Language		
1.	K-12	10
2.	K-12	10
F. Current Events/Political Issues		
1.	7-12	10
2.	7-12	10
3.	K-12	10
4.	7-12	10
III. Classroom Activities		
A. Student/Classroom Sharing		
1.	K-12	13
2.	K-3, 4-6	13
3.	K-12	13
4.	K-12	13
6.	7-12	13
7.	4-6, 7-12	13
8.	7-12	13
9.	K-12	13
10.	7-12	13
11.	7-12	13
13.	K-12	13
B. Field Trips/Community Exploration		
1.	4-6, 7-12	14
2.	4-6, 7-12	14
3.	4-6, 7-12	14
4.	7-12	14
5.	K-12	14
C. Written Exercises		
1.	4-6, 7-12	14
2.	4-6, 7-12	14
3.	4-6, 7-12	14
4.	4-6, 7-12	14
5.	4-6, 7-12	14
D. Folklore/Customs		
1.	K-12	14
2.	K-12	14
3.	4-6, 7-12	14
4.	4-6, 7-12	14
5.	4-6, 7-12	14
6.	4-6, 7-12	15
7.	K-12	15
8.	4-6, 7-12	15
10.	4-6, 7-12	15
13.	4-6, 7-12	15
15.	K-12	15
E. Games/Exercises		
1.	4-6, 7-12	15
2.	7-12	16
3.	4-6, 7-12	16
4.	4-6, 7-12	16
5.	4-6, 7-12	16
F. Language		
1.	K-12	16
2.	4-6, 7-12	16
3.	K-12	16
5.	4-6, 7-12	16
G. Current Events/Political Issues		
1.	7-12	16
2.	4-6, 7-12	17
3.	7-12 (esp. 9-12)	17
4.	4-6, 7-12	17

	Grade Level	Page
5.	7-12	17
6.	4-6, 7-12	17
7.	7-12	17
8.	7-12	17
9.	4-6, 7-12	17
IV. Resource Materials		
A. Increasing General Global Awareness		
1.	K-12	21
2.	K-12	21
3.	7-12	21
4.	7-12 (esp. 11-12)	21
6.	7-12	21
7.	4-6, 7-12 (esp. 4-9)	21
8.	7-12 (esp. 9-12)	21
9.	K-12	22
10.	K-12	22
11.	K-12	22
12.	7-12 (esp. 10-12)	22
13.	K-12	22
14.	K-12	22
15.	7-12 (esp. 9-12)	22
16.	7-12	22
17.	7-12	22
18.	7-12	22
19.	7-12	23
20.	K-12	23
21.	K-12	23
22.	K-12	23
23.	7-12	23
24.	4-6	23
25.	7-12 (esp. 9-12)	23
26.	4-6, 7-12 (esp. 5-8)	23
27.	K-12	24
28.	K-12	24
29.	7-12 (esp. 9-12)	24
30.	7-12 (esp. 9-12)	24
31.	7-12	24
32.	K-12	24
33.	7-12	24
34.	K-12	24
35.	K-12	25
36.	K-12	25
37.	4-6	25
39.	7-12	25
40.	7-12	25
41.	7-12 (esp. 9-12)	25
42.	K-12	25
44.	K-3, 4-6	25
45.	K-12	26
B. Current World Issues		
1. International Relations		
a.	7-12	26
b.	4-6, 7-12 (esp. 6-12)	26
c.	7-12	26
d.	7-12 (esp. 9-12)	26
e.	7-12	26
f.	7-12 (esp. 9-12)	26
g.	4-6, 7-12	26
h.	7-12 (esp. 11-12)	26
i.	7-12 (esp. 11-12)	27
j.	4-6, 7-12 (esp. 6-12)	27

Social Studies (cont.)	Grade Level	Page
k.	7-12 (esp. 11-12)	27
l.	7-12 (esp. 11-12)	27
m.	7-12 (esp. 9-12)	27
n.	7-12	27
2. The United Nations		
a.	7-12 (esp. 9-12)	27
b.	7-12 (esp. 9-12)	27
c.	7-12	27
d.	7-12	27
e.	7-12 (esp. 9-12)	27
f.	7-12	27
3. World Economics/Food Supply		
a.	7-12 (esp. 9-12)	28
b.	7-12 (esp. 9-12)	28
c.	4-6, 7-12	28
d.	4-6, 7-12	28
e.	4-6, 7-12	28
f.	7-12 (esp. 11-12)	28
g.	7-12	28
h.	7-12 (esp. 9-12)	28
i	7-12	28
j.	4-6, 7-12	28
k.	7-12 (esp. 11-12)	28
l.	7-12	28
m.	4-6, 7-12	29
n.	K-12	29
o.	4-6, 7-12	29
p.	7-12	29
q.	7-12	29
r.	7-12	29
s.	4-6, 7-12	29
t.	7-12 (esp. 9-12)	29
u.	4-6, 7-12 (esp. 6-12)	29
v.	4-6, 7-12	29
w.	7-12 (esp. 7)	30
x.	7-12	30
y.	7-12 (esp. 9-12)	30
z.	K-3, 4-6	30
aa.	7-12 (esp. 9-12)	30
bb.	7-12	30
4. World Energy/The Environment		
a.	7-12	30
b.	7-12 (esp. 11-12)	30
c.	7-12	30
d.	7-12 (esp. 9-12)	30
e.	7-12	31
f.	7-12	31
g.	4-6, 7-12	31
i.	7-12	31
j.	7-12	31
k.	7-12	31
l.	4-6, 7-12	31
m.	4-6, 7-12 (esp. 6-12)	31
n.	7-12 (esp. 7)	31
o.	7-12	31
p.	7-12	32
5. World Population		
a.	7-12	32
b.	7-12	32
c.	7-12	32
d.	7-12	32
e.	7-12	32

	Grade Level	Page
f.	7-12	32
g.	4-6	32
h.	7-12	32
i.	4-6	32
j.	7-12	32
k.	7-12	33
l.	4-6, 7-12	33
m.	4-6, 7-12	33
n.	7-12 (esp. 11-12)	33
o.	7-12	33
p.	4-6, 7-12	33
q.	4-6, 7-12 (esp. 4-8)	33
r.	4-6, 7-12 (esp. 6-12)	33
s.	4-6, 7-12 (esp. 6-12)	33
t.	7-12 (esp. 7)	33
u.	7-12	33
v.	7-12 (esp. 11-12)	33
w.	7-12	34
C. Ethnic Studies		
1.	4-6, 7-12	34
2.	7-12	34
3.	K-12	34
4.	K-12	34
5.	7-12 (esp. 9-12)	34
6.	K-12	34
D. Cultural Studies: By Subject		
1. General		
a.	4-6, 7-12	34
b.	7-12 (esp. 11-12)	34
2. Aging and Death		
a.	4-6, 7-12	35
b.	7-12	35
c.	7-12	35
d.	7-12	35
e.	K-12	35
4. Clothing and Shelter		
a.	K-3	36
b.	7-12 (esp. 7-9)	36
c.	K-12	36
5. Folklore		
a.	K-12 (esp. K-8)	36
7. Games and Toys		
f.	7-12	38
8. Holidays and Festivals		
a.	K-12	38
b.	K-12	38
c.	K-12	38
d.	K-12	38
e.	K-12	38
f.	4-6	38
9. Law and Order		
a.	4-6, 7-12 (esp. 6-12)	38
b.	4-6	38
10. Religion		
a.	4-6, 7-12	38
b.	7-12	38
c.	4-6, 7-12	39
d.	K-12	39
e.	K-12	39
11. Roles of Women and Men		
a.	4-6, 7-12 (esp. 6-12)	39
b.	K-3	39

	Grade Level	Page
c.	7-12	39
d.	4-6, 7-12	39
e.	7-12	39
E. Cultural Studies: By Country/Area		
1. General		
a.	4-6, 7-12	39
b.	K-12	39
c.	K-12	40
d.	7-12	40
2. Asia		
a.	7-12	40
b.	7-12	40
c.	K-12	40
d.	7-12	40
e.	K-12	40
f.	4-6, 7-12	40
g.	K-12	40
h.	7-12	41
i.	7-12	41
j.	4-6, 7-12 (esp. 5-12)	41
k.	4-6, 7-12	41
l.	4-6, 7-12 (esp. 4-8)	41
n.	4-6, 7-12 (esp. 5-10)	41
o.	7-12	41
p.	7-12	41
3. Europe		
a.	7-12	42
b.	4-6, 7-12	42
c.	4-6, 7-12	42
d.	4-6, 7-12	42
f.	4-6, 7-12	42
g.	K-12	42
h.	7-12	42
4. Latin America		
a.	K-12	43
b.	7-12	43
c.	4-6, 7-12	43
d.	K-12	43
e.	7-12	43
f.	7-12	43
g.	7-12 (esp. 9-12)	43
h.	4-6, 7-12	43
i.	7-12	43
j.	4-6, 7-12	43
l.	4-6, 7-12 (esp. 5-10)	44
5. The Middle East/North Africa		
a.	7-12	44
b.	K-12 (esp. K-8)	44
c.	7-12	44
d.	7-12 (esp. 9-12)	44
e.	4-6, 7-12	44
f.	K-3	44
g.	7-12	44
i.	7-12	45
6. North America		
a.	7-12	45
b.	K-12	45
c.	4-6, 7-12	45
d.	4-6, 7-12	45
f.	4-6, 7-12	45
7. South Pacific/Australia		
a.	7-12	45

	Grade Level	Page
8. Sub-Saharan Africa		
a.	7-12	45
b.	7-12	46
c.	K-12	46
d.	4-6, 7-12 (esp. 5-10)	46
e.	7-12	46
f.	7-12	46
h.	7-12	46
i.	7-12	46
9. Information on Refugees		
a.	7-12	46
b.	7-12	47
c.	K-12	47
d.	4-6, 7-12	47
e.	K-12	47
f.	7-12	47
g.	7-12	47
h.	7-12	47
i.	7-12	47
F. Visual Aids		
1. Films/Videotapes/Filmstrips/Slide Shows		
a.	7-12	47
b.	4-6	47
c.	4-6, 7-12	47
d.	7-12	48
e.	4-6, 7-12	48
f.	7-12	48
g.	4-6, 7-12	48
h.	7-12	48
i.	7-12	48
j.	7-12	48
k.	4-6, 7-12	48
l.	7-12	48
m.	7-12	49
n.	7-12	49
o.	7-12	49
p.	4-6, 7-12	49
q.	7-12	49
r.	7-12	49
s.	4-6, 7-12	49
t.	7-12	49
u.	K-12 (esp. 3-9)	49
v.	4-6, 7-12	49
w.	4-6, 7-12	49
x.	7-12	50
y.	4-6, 7-12	50
z.	K-3	50
aa.	7-12	50
bb.	4-6, 7-12	50
cc.	7-12	50
dd.	7-12	50
ee.	4-6, 7-12	50
ff.	7-12	50
gg.	7-12	50
ii.	7-12	50
2. Posters/Charts/Maps		
a.	K-12 (esp. 1-9)	51
b.	7-12	51
c.	K-12	51
d.	7-12	51
e.	7-12	51
f.	4-6, 7-12	51

	Grade Level	Page
g.	4-6, 7-12	51
h.	7-12	51
i.	K-12	51
j.	K-12	51
k.	K-12	51
l.	K-12	51
m.	4-6, 7-12	52
n.	4-6, 7-12	52
3. Miscellaneous		
a.	4-6, 7-12	52
b.	K-3	52
c.	K-12	52
d.	K-12	52
e.	K-12	52
G. Cross-cultural Simulations		
1.	7-12 (esp. 9-12)	52
2.	7-12 (esp. 9-12)	52
3.	7-12	52
4.	7-12 (esp. 9-12)	52
5.	7-12 (esp. 9-12)	52
6.	7-12	52
7.	7-12	53
8.	7-12	53
9.	4-6	53
10.	7-12	53
11.	4-6, 7-12	53

EVALUATION SHEET

Cross-cultural Learning in K-12 Schools: Foreign Students As Resources

1. Are you a:
   ____ principal/administrator
   ____ faculty member:
   ____ elementary ____ secondary ____ postsecondary
   ____ student:
   ____ elementary ____ secondary ____ postsecondary
   ____ other (please specify) _____

2. Which section of the publication was most useful to you:
   ____ Introduction
   ____ Long-term, School-wide Activities
   ____ Short-term, School-wide Activities
   ____ Classroom Activities
   ____ Resource Materials and Organizations
   ____ Evaluation
   ____ Index

   Are the categories in the sections helpful?
   ____ yes ____ no

3. Is the publication organized in a way so you can easily find useful ideas/activities/resources?
   ____ yes ____ no If no, can you suggest a better organization?

4. What is missing from the publication that you would use or like to have in it?

5. Do you think the activities listed will increase students' awareness of international/intercultural issues?

6. Will you involve foreign students in your school and community to implement activities in this packet?

7. Do you think the activities listed will help integrate foreign students into your student body?

8. If you want to involve your school in short-term or long-term international/intercultural activities, will this publication help you gain necessary administrative support?

9. Please list titles and ordering information for additional resources which should be included in a revision of the publication.

10. Have you seen the NAFSA K-12 audiovisual presentation, "Cross-cultural Learning in K-12 Schools: Foreign Students as Resources"? ____ yes ____ no If yes, did it increase your use of this publication? ____ yes ____ no

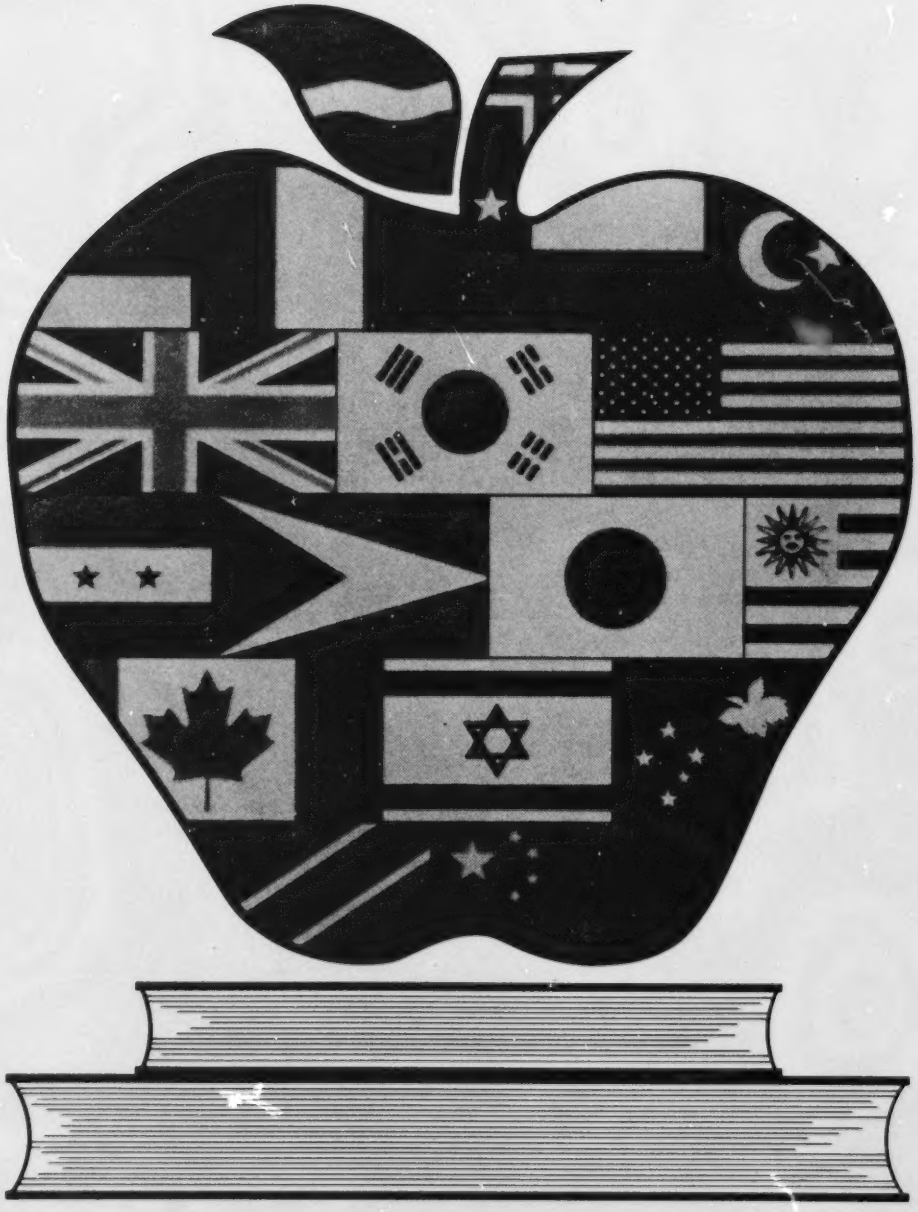
11. Please give additional comments below.

Thank you for taking time to complete this evaluation sheet. Please return it to:

Linda A. Reed
K-12 Project Director
National Association for
Foreign Student Affairs
1860 19th Street, N.W.
Washington, DC 20009

Would you like to receive additional information about NAFSA? If so, please list your name and address below.

Foreign Students . . .



A Valuable Resource in Your Classroom.